DOCUMENT RESUME

ED 178 690 CE 020 033

TITLE	Assessment of Adult Vocational Outreach Programs of Northwest Community Colleges. Final Report.
INSTITUTION	Washington State Univ., Pullman. Coll. of Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH60004
PUB DATE	Jun 78
GRANT	G007603978
NOTE	286p.; Some appended instruments may not reproduce well
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Adult Programs; *Adult Vocational Education; *Community Colleges; Educational Interest; *Educational Opportunities; *Educational Practice; Outreach Programs; Program Administration; Rural Education; *Rural Population; School Surveys; Student Attitudes

ABSTRACT

A study was conducted to identify community college practices for providing adult vocational education to rural communities and persons beyond reasonable commuting distance (20 miles) from a community college campus. Using six project-developed survey instruments and interviews with college administrators, data were collected in twenty-five college service districts in Idaho, Oregon, and Washington. Data were collected concerning courses and programs offered, administrative structures and practices connected with adult vocational outreach, characteristics of vocational outreach instructors, and interest of district adults in vocational education. Among the findings was that few vocational programs were offered in the study area, but approximately 1185 vocational classes were held in 1976-77. Curricular and administrative variables were found to be specific to colleges (or states) rather than to courses or programs. Non-administrative factors affecting class enrollment included population age, community size, distance from class location, and the populations's apparent lack of knowledge about educational opportunities in their areas. Adults indicated most interest in courses in the trade and industrial and business and office occupations areas. (Survey instruments are appended.) (Author/LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178690

Final Report

Project No. 498AH60004
Grant No. G007603978

Department of Education
Washington State University
Pullman, WA 99164

ASSESSMENT OF ADULT VOCATIONAL OUTREACH PROGRAMS OF NORTHWEST COMMUNITY COLLEGES

June 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 020 033

U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Occupational and Adult Education

ASSESSMENT OF ADULT VOCATIONAL EDUCATION

The conduct of the research, conclusions drawn, and any opinions expressed are the responsibility of the staff and not necessarily those of the US Office of Education, Washington State University, or the WSU Department of Education.

The following individuals served as members of the AAVE staff for the time periods indicated:

Dr. James Ratcliff, Project Director	7/76 - 8/77
Dr. Ruth Palmer	7/76 - 8/77
Dr. Ronald Murphy	7/76 - 6/78
Ms. Muriel Oaks	9/76 - 6/78
Mr. Henry Hansen	9/76 - 6/78
Mr. Jan Koal	6/77 - 6/78
Dr. Mel Hirschi, Acting Project Director	6/77 - 6/78

Although the final report is ultimately a staff product, responsibility for initial drafts of various portions was assigned as follows:

Introduction	Oaks & Hirschi
Chapter 1	Oaks & Hansen
Chapter 2	Murphy
Chapter 3	Hansen & Oaks
Chapter 4	Hansen & Oaks
Chapter 5	Hansen & Oaks

Oaks and Hansen were responsible for final editing.

ABSTRACT

The Assessment of Adult Vocational Education (AAVE) project was designed to find out what vocational education opportunities community colleges in Idaho, Oregon, and Washington provided for adults in rural areas 20 miles or more from a central campus, how such opportunities were administered, and in what vocational subjects these adults were willing to invest their time and money. Data--collected in 25 college service districts--concerned courses and programs offered, administrative structures and practices connected with adult vocational outreach, characteristics of vocational outreach instructors, and interests of district adults in vocational education. Six project-developed survey instruments and interviews with college administrators were used.

Few vocational programs were offered in the study area, but approximately 1185 vocational classes were held in 1976-77. Curricular and administrative variables were found to be specific to colleges (or states) rather than to courses or programs. Non-administrative factors affecting class enrollment included population age, community size, distance from class location, and the population's apparent lack of knowledge about educational opportunities in their areas.

Adults indicated most interest in courses in the Trade & Industrial and Business & Office Occupations areas. Recommendations were made for possible local and state action and for further research.

4/5

Final Report

Project No. 498AH60004
Grant No. G0007603978

Department of Education
Washington State University
Pullman, WA 99164

ASSESSMENT OF ADULT VOCATIONAL OUTREACH PROGRAMS OF NORTHWEST COMMUNITY COLLEGES

The project reported herein was performed pursuant to a grant from the United States Office of Education. Grantees undertaking such projects under the United States Office of Education are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, represent the official position or policy of the United States Office of Education.

U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Occupational and Adult Education

June 1978

ACKNOWLEDGMENTS

The process of determining what kinds of vocational training were available in off-campus locations of community colleges and how such activities were administered required a very significant amount of planning and effort. The amount of data was considerable, the task of gathering and organizing the data was formidable.

The AAVE staff wishes to thank all those community college and state office personnel whose cooperation and patience helped make the data collection process possible (and even enjoyable). The shared experience and insight of individuals in all three states were invaluable in helping the staff to transcend the impersonality of facts and figures and develop the understanding necessary to evaluate results and draw meaningful conclusions.

Our special thanks to members of the AAVE Project Advisory Group whose valuable time was unselfishly spent in critiquing survey instruments and participating in marathon conference calls. Their input helped bridge the gap between theory and practice.

Sincere appreciation is expressed to Dr. Laurel Bland, third party evaluator, whose professional services contributed in a unique way to the outcome of this project.

Thanks also to Professors Donald Orlich and Raymond Young of WSU for their critiques of survey instrument drafts and advice on other project related concerns.

Finally, special acknowledgment is given to the various project secretaries, whose contributions have been invaluable:

Betty Toon
Linda Linvog
Judi Gamble
Dottie Howell

TABLE OF CONTENTS

ACKNOWLEDGEMENTS v

LIST OF TABLES ix

LIST OF ILLUSTRATIONS xi

INTRODUCTION 1

CHAPTER 1. OBJECTIVE 1 7

Subobjective 1.1 7
Subobjective 1.2 11
Subobjective 1.3 87

CHAPTER 2. OBJECTIVE 2 99

Subobjective 2.1 99
Subobjective 2.2 100
Subobjective 2.3 101
Subobjective 2.4 110

CHAPTER 3. OBJECTIVE 3 111

Subobjective 3.1 111
Subobjective 3.2 111
Subobjective 3.3 115
Subobjective 3.4 116

CHAPTER 4. OBJECTIVE 4 117

CHAPTER 5. SUMMARY 125

Vocational Courses & Programs 126
Administration 127
Adult Interest 133
Recommendations 136

APPENDIX A. AAVE SURVEY INSTRUMENTS 141

Occupational Course Survey 143
Occupational Program Survey 144
Contract Services Survey, Part 1 145
Contract Services Survey, Part 2 146
Findings: Contract Services Survey 147
Administrative Functions Survey, Parts 1 & 2 151

Administrative Functions Survey, Part 3 152
Occupational Staff Survey. 153
Adult Vocational Interest Survey 154
Recommendations for Use of the Instruments 155

APPENDIX B. PROJECT ADVISORY GROUP 159

APPENDIX C. PARTICIPATING COLLEGES AND COOPERATING ADMINSTRATORS 163

APPENDIX D. CONTENT OF LETTER OF INVITATION 167

APPENDIX E. NUMBER OF RESPONDENTS SELECTING VOCATIONAL SUBJECTS FOR TWO PURPOSES 171

APPENDIX F. THE COMMUNITY COLLEGE DISTRICTS 177

APPENDIX G. SAMPLE DEMOGRAPHIC PROFILE 183

APPENDIX H. SAMPLE PAGE FROM PART OF ONE COLLEGE'S MANAGEMENT INFORMATION SYSTEM 189

APPENDIX I. SAMPLE COVER LETTER, OCCUPATIONAL STAFF SURVEY . . . 193

APPENDIX J. SAMPLE COVER LETTER, ADULT VOCATIONAL INTEREST SURVEY 197

APPENDIX K. SAMPLE NEWS RELEASES FOR USE WITH ADULT VOCATIONAL INTEREST SURVEY 201

APPENDIX L. ALTERNATIVE DELIVERY SYSTEMS 207

Computer Managed Learning 209
Courses by Television 211

PROJECT BIBLIOGRAPHY 213

LIST OF TABLES

1-1 Number of Occupational Classes by State and Major Subject Area 13
1-2 Number of Classes Offered in Selected Vocational Subjects . . 16
1-3 Number of Vocational Classes by State and Time of Year . . . 16
1-4 Types of Programs Offered in Outreach Areas. 18
1-5 Vocational Subjects. 24
1-6 Influencers Related to Program Planning 41
1-7 Number Perceiving Influence on Determining Needs and Courses . 42
1-8 Number of Respondents Using Selected Steps in Establishing Goals for Outreach Services 49
1-9 Number of Respondents Ranking Selected Ways of Determining Needs for Adult Occupational Outreach Course Locations . . 52
1-10 Ranking of Need Prioritization Methods by Frequency of Selection 53
1-11 Number of Respondents Perceiving Selected Influencers as Having Influence on Determining Course Schedule and Formats. 55
1-12 Respondents Indicating Needed Facilities, Equipment, and/or Supplies by Occupational Subject Category. 58
1-13 Number of Colleges Using Selected Criteria for Evaluating Vocational Programs 60
1-14 Number of Respondents Using Local, District, and State-Level Data for a Program-Planning Decision 67
1-15 Number of Respondents Using State-Level Data for Three Types of Decisions 67
1-16 Number of Respondents Using Types of Local Data for Three Categories of Decisions. 69
1-17 Number of Respondents Perceiving Employment Forecasts as Having Influence on Selected Program-Planning Elements 69
1-18 Number of Respondents Using Selected Sources of Data for Decision-Making Purposes 71
1-19 Number of Respondents Perceiving Two Types of Needs Assessment as Having Influence on Selected Program-Planning Elements . 72
1-20 Number of Respondents Perceiving Census Data as Having Influence on Selected Program-Planning Elements. 73
1-21 Number of Schools Including Selected Elements in Institution's Information System 74
1-22 Occupational Teachers by Course Taught 82
1-23 Occupational Teachers by Sex 83
1-24 Occupational Teachers by Age 83
1-25 Occupational Teachers by Race 83
1-26 Occupational Teachers by Highest Degree 84
1-27 Occupational Teachers by Type of Certification 84
1-28 Occupational Teachers by Amount of Work Experience 85
1-29 Occupational Teachers by Type of Teaching Experience . . . 85
1-30 Occupational Teachers by Amount of Teaching Experience . . . 86
1-31 Occupational Teachers by Prior Vocational Courses Taught . . 86

1-32 Occupational Teachers by Number of Clock Hours Taught Off-Campus 1976-77. 87
1-33 Occupational Teachers by Employment Classification 87
1-34 Occupational Teachers by Other Employment 88
1-35 Occupational Teachers by Appointment Classification 88
1-36 Occupational Teachers by Classification of Other Employment . 89
1-37 Occupational Teachers by Nature of Other Employment 89
1-38 Occupational Teachers by Description of College Employment. . 90
1-39 Occupational Teachers by Need for Instructional Training . . 90
1-40 Occupational Teachers' Need for Training by Nature of Other Employment 91
1-41 Occupational Teachers' Need for Training by Highest Degree. . 91
1-42 Occupational Teachers' Need for Training by Type of Teaching Experience 92
1-43 Occupational Teachers' Need for Training by Amount of Teaching Experience 92
1-44 Occupational Teachers by Specific Needs for Training. . . . 93
2-1 Respondents by Type of Job 103
2-2 Requests for Vocational Subjects 104
2-3 Types of Guidance and Counseling Services Likely to be Used . 105
2-4 Reasons for Taking an Adult Education Class. 106
5-1 Requests for Vocational Subjects 134
A-1 Number of Sites at Which Courses & Services Were Provided by Contract 149

LIST OF ILLUSTRATIONS

Figure 1-1 AAVE Participating Colleges, Idaho 10
Figure 1-2 AAVE Participating Colleges, Oregon 11
Figure 1-3 AAVE Participating Colleges, Washington 12
Figure 1-4 College Affilliate Pattern 38
Figure 1-5 Satellite Center Outreach Pattern 38
Figure 1-6 Divisional or Departmental Extension Pattern 39
Figure 1-7 College Centralized Pattern 39
Figure 1-8 Community Advisory Group Pattern 39

Figure 4-1 How Well Do Vocational Courses Meet Needs 120

INTRODUCTION

Purpose and Need

The primary purpose of this study was to identify community college practices for providing adult vocational education to rural communities and persons beyond reasonable commuting distance from a community college campus. In a recent report (AACJC, 1975), the American Association of Community and Junior Colleges recommended that college programs be "community-based" in order to provide educational programs responsive to the needs of the people within their service district. (It is recognized that service districts do not always correspond with legal district boundaries). The report advocated bringing services to the people, the neighborhood, and the communities that the colleges serve, rather than expecting all those seeking educational programs to come to the college campus. This plan, and others like it (Harlacher, 1969; Gleazer, 1973; Myran, 1975), have particular implications for the vocational education of adults.

Changes in our society place great demand on educators who must constantly update their knowledge and skill. Vocational education programs in trades and industry, in agricultural education, in distributive education, in home and family life education, and a host of other diversified occupational educational training programs have required extensive facilities for the adequate conduct of educational programs. Recent research by Hines, Brown, and Zimmer (1975) indicated that providing adult vocational education to rural and geographically isolated regions is not merely one of geography. They found that the demographic characteristics of rural metropolitan populations included more educational attainment, lower income level, lower employment status, older median age groupings, and higher outward migration than those of other populations in the United States.

Through various federal legislative acts and through public concern, adult vocational education was created to respond to a need for a technically competent labor force. Vocational education serves at least two needs in a changing labor market. (Mason & Haines, 1972, p.55).

1. Develop the individual's skill so as to enhance his employability not only when he leaves school but also throughout his work life.

2. Provide the opportunity to improve the individual's employment status and earnings and help him adapt to a changing economic environment.

Both of these needs reflect the necessity for adult and continuing education in vocational education. If adults are to be self-governing, happy, and productive individuals, they must be vocationally prepared and be kept abreast of current changes in their job market.

In California there is a legislative mandate requiring continuing education for optometry, pharmacy, veterinary medicine and certified public accountants. Added to that list are other professions whose own organizations require periodic updating--teachers, dieticians, and medical doctors to name just a few. It has been suggested that with our evermore complex technological society, lifelong education will be a requirment for professional and managerial leadership.

Outreach programs should be designed to meet the specific needs of the people in a given region. A rural community college service district in meeting its total district needs would by necessity encompass a strong outreach program to meet the needs of the remote rural or geographically isolated areas. This research was designed to help colleges meet those needs by providing an overview of the various ways different colleges have administered vocational courses in outreach areas. The project also provided a general view of the interest of the target population in taking vocational courses.

Research Objectives

The focus of the Assessment of Adult Vocational Education Project was on the nonmetropolitan rural and geographically isolated communities of 25 community college districts in Washington, Oregon, and Idaho. The target was vocational training opportunities available from the colleges to residents of those communities. Because of the large number of colleges involved (25 colleges in three states serving approximately 750,000 people in outreach areas), the bulk of the research effort centered on gathering and interpreting the descriptive data.

Therefore, the two primary objectives of the project were:

1. To identify the adult vocational education programs offered by selected community colleges of the states of DHEW Region X in a sample of rural communities beyond commuting distance to their main campuses.

2. Through random sampling of local community needs within college districts, to identify and assess the adequacy of those community college adult vocational education programs in meeting the needs of non-metropolitan clientele.

Other objectives included these:

3. Through random sampling of local communities within college districts, identify adult vocational education programs available through other public and private agencies and assess the articulation these programs have with the colleges.

4. To identify, analyze, and disseminate information regarding those innovative and effective approaches utilized by community colleges in providing adult vocational education to rural and remote areas.

(The objectives as stated in subsequent chapter headings are given in somewhat more detail, reflecting the corresponding detail from the project proposal).

General Procedures and Data Analysis

To accomplish the purposes of the project, the AAVE staff developed a series of five survey instruments designed to gather data about: occupational courses, occupational programs, administrative functions, occupational staff members, vocational interest of residents in outreach areas, and contract service agreements (for Oregon only). In each case, the focus of the instruments was on gathering data about vocational training opportunities in outreach areas only, not for on-campus activities.

Gathering the data required two primary procedures. interviews during site visitations of each participating college by members of the project staff and mailed surveys to a sample of residents in the target areas and to those who taught vocational outreach courses.

During the site visits, which took place during the late spring and summer of 1977, project staff members met with community college liaisons and other college staff personnel to conduct interviews and gather data about outreach vocational courses and programs, about the administrative aspects of conducting such activities, and, in Oregon, about the contract services used to provide vocational training to residents outside the community college districts. The survey instruments were used by the visitation teams to provide structure and consistency in the data gathering process, but were not meant to restrict the kind of information that was to be obtained. In many cases, the questions in the survey instruments provided the stimulus for information which resulted in new insights and greater understanding by the project staff.

A mailed survey, The Adult Vocational Interest Survey, was used to gather information about the vocational interests of a sample of residents in the target areas. Another survey, The Occupational Staff Survey, was mailed to the instructors of vocational courses in outreach areas to gather information about their backgrounds and training needs.

Once the site visits were conducted and the mail surveys completed, the data were compiled and analyzed. Most of the data collected during site visitations were compiled manually, while the mail survey results were compiled and analyzed by computer, using the Statistical Package for the Social Sciences (SPSS). Further detail concerning all procedures and findings can be found in the following chapters.

Outline of Final Report

This final report details the procedures and findings of the research, organized according to the project objectives. Chapter 1 presents the data (and the procedures for collecting them) on programs, courses, curricular components, and administrative patterns and practices. Although some of the curricular data were routinely collected by state agencies, the kinds of information necessary for the project were not readily available and had to be collected from the individual colleges. The administrative information needed for the project was not available except from the colleges. Thus Chapter 1 brings together a great deal of descriptive material which has not previously been available in any collected form.

Chapter 2 focuses on the development and conducting of a needs assessment. The results provide a good deal of descriptive data about the rural adults who were interested in adult vocational education, the types of vocational programs most often requested, and factors influencing whether or not a particular course might be taken--e.g., time of day, time of year, cost, length, and location. Because mailed surveys of this type typically result in fairly low returns in rural areas, very large numbers of surveys would have had to have been mailed in order to provide sufficient reliable data for detailed analysis by service area. This large a mailing was not possible within the time and financial constraints provided in the terms of the grant. Thus, the actual analysis focused on general findings for the entire study area.

The project contained minor objectives which were concerned with the adult vocational education programs offered by organizations other than the community colleges, and the factors influencing the success of both the college and the non-college efforts.

These lower priority objectives are treated briefly, and in a general fashion, in Chapters 3 and 4 respectively.

Chapter 5 is an overall summary of the findings of the major research questions investigated and includes the staff's recommendations based on the results of the study.

The appendices offer related documents.

Several data collection instruments[1] were constructed as a part of the project:

The Administrative Functions Survey, parts 1, 2, and 3
The Occupational Course Survey
The Occupational Program Survey
The Occupational Staff Survey
The Contract Services Survey, parts 1 and 2
The Adult Vocational Interest Survey

---

[1] Single copies of these instruments are available free of charge, as long as supplies last, from:
Dr. Ronald Murphy
Department of Education
Washington State University
Pullman, WA 99164

Definition of Terms

Some of the terms in adult vocational education are subject to diverse interpretations. To clarify understanding, The AAVE staff's working definitions of selected terms follow:

Adult - any person 16 or over whose primary occupation is not student.

Outreach, Nonmetro (synonymous)--refers to those geographic areas in a community service district 20 or more miles away from the main campus.

Vocational Education, Occupational Education (synonymous)--education which prepares a person for gainful employment, or which provides upgrading of skills within one's present employment, excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree.

Vocational Program - A course or series of courses leading to entry or upgrading in a specific vocation.

CHAPTER 1

Objective 1: The research team will identify and classify public community college opportunities for off-campus, rural, adult vocational programs, including a detailed analysis on individual curricular programs and their scope.

Introduction

Analysis of community college off-campus vocational programs involved a variety of procedures to determine what was being offered and how to classify it. Schemes for classification were developed; survey instruments were designed; site visits and interviews were conducted by the project staff. Included in this chapter are descriptions of procedures and findings by subobjective as stated in the project proposal.

Subobjective 1.1

Identify off-campus adult vocational programs of community colleges.

Procedures

Before individual programs could be considered, the community colleges to be included in the study had to be identified. To accomplish this, the AAVE staff assembled a list of all of the community colleges located in Idaho, Oregon, and Washington which serviced nonmetro[1] areas comprising at least 10% of the total district population. The 10% criterion was flexible enough to include at least two districts that had less than 10% nonmetro populations but served out-of-district areas by contract. Since the State of Alaska decided not to participate, the project was able to select all the community colleges which met the 10% nonmetro criterion.

---

[1] Nonmetro was defined as locations or communities which were more than 20 miles from campus, regardless of their population. The 20-mile limit was used because it corresponded roughly to ½ hour of commuting time, which research showed was about the maximum time people were likely to drive to attend class.

The next step was a consideration of the term "program," used throughout the proposal in reference to the curriculum offered in off-campus locations. From the beginning of the study, it was found that the term was subject to numerous interpretations by various audiences. Furthermore, the community college offerings in nonmetro areas were mostly courses, not programs (a program being defined as a course or series of courses leading to a defined goal). For these reasons, emphasis was placed on the identification of nonmetro courses offered by the community colleges included in the study.

Two survey instruments, the Occupational Course Survey and the Occupational Program Survey, were developed to gather data about courses, and, when they were available, about programs. (A copy of each of the survey instruments and suggestions for their use can be found in Appendix A.) Sources of data for the instruments were written records and, in some cases, personal interviews at each community college, collected during the site visitation by the project staff.

The Project Advisory Group (PAG), an advisory committee composed of resresentatives of community colleges and state offices in all three states, was used to review project procedures and to provide input on the development of survey instruments. A list of those who served on the PAG can be found in Appendix B.

Findings

District Size

Of those colleges that were eligible and invited to participate in the study (27 in number), a total of 25 colleges accepted the invitation: 13 colleges in Washington, 10 in Oregon, and 2 in Idaho.[2] These 25 colleges included all those in Idaho, all but three in Oregon (excluding those in the Portland metropolitan area), and more than half of the college districts in Washington. Of the nine Washington districts which did not participate, eight were in the metropolitan area on the east side of Puget Sound (i.e., Seattle, Tacoma, and Everett). Figures 1-1, 1-2, and 1-3 are maps of the three states, showing the participating colleges, and the 20-mile commuting distance around each campus.

---

[2] A complete list of participating colleges, their presidents, and presidentially-designated liaisons with the AAVE project is presented in Appendix C. A sample of the letter of invitation sent to each participating community college can be found in Appendix D.

In terms of land area, the participating districts varied in size from 805 square miles to 12,940 square miles. The four largest were larger than any of the nine smallest states (alphabetically, Connecticut, Delaware, Hawaii, Maryland, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont). Even with the 20-mile radius commuting distance subtracted, three of the districts were larger than any of the nine states. The outlying areas ranged in size from 235 square miles to slightly more than 11,000 square miles. Total population ranged from 22,581 to 360,354 (1970 census figures). In the outlying regions, population varied from an estimated 1,555 to an estimated 78,259. (Whatcom Community College actually had 81,950 served off-campus, but only because the college had no central campus.)[3] Population density in the outreach areas varied from approximately 1.5 per square mile to 34.5 per square mile.

Occupational Courses

The amount of information about vocational outreach courses was so large, and the availability of such data so inconsistent from one institution to another, that the collection of very precise figures about courses was not feasible. However, the intent of the project was not to quote frequencies and percentages, but rather to draw general conclusions about vocational courses in outreach areas. For this intent, the approximate figures obtained were relevant and sufficient. Thus, the following figures related to occupational outreach courses are considered good approximations of actual numbers, and can be used for making the comparisons and conclusions necessary to meet project objectives.

---

[3] The non-campus approach of Whatcom Community College was unique among the community colleges of the three-state region.

AAVE PARTICIPATING COLLEGES IN IDAHO

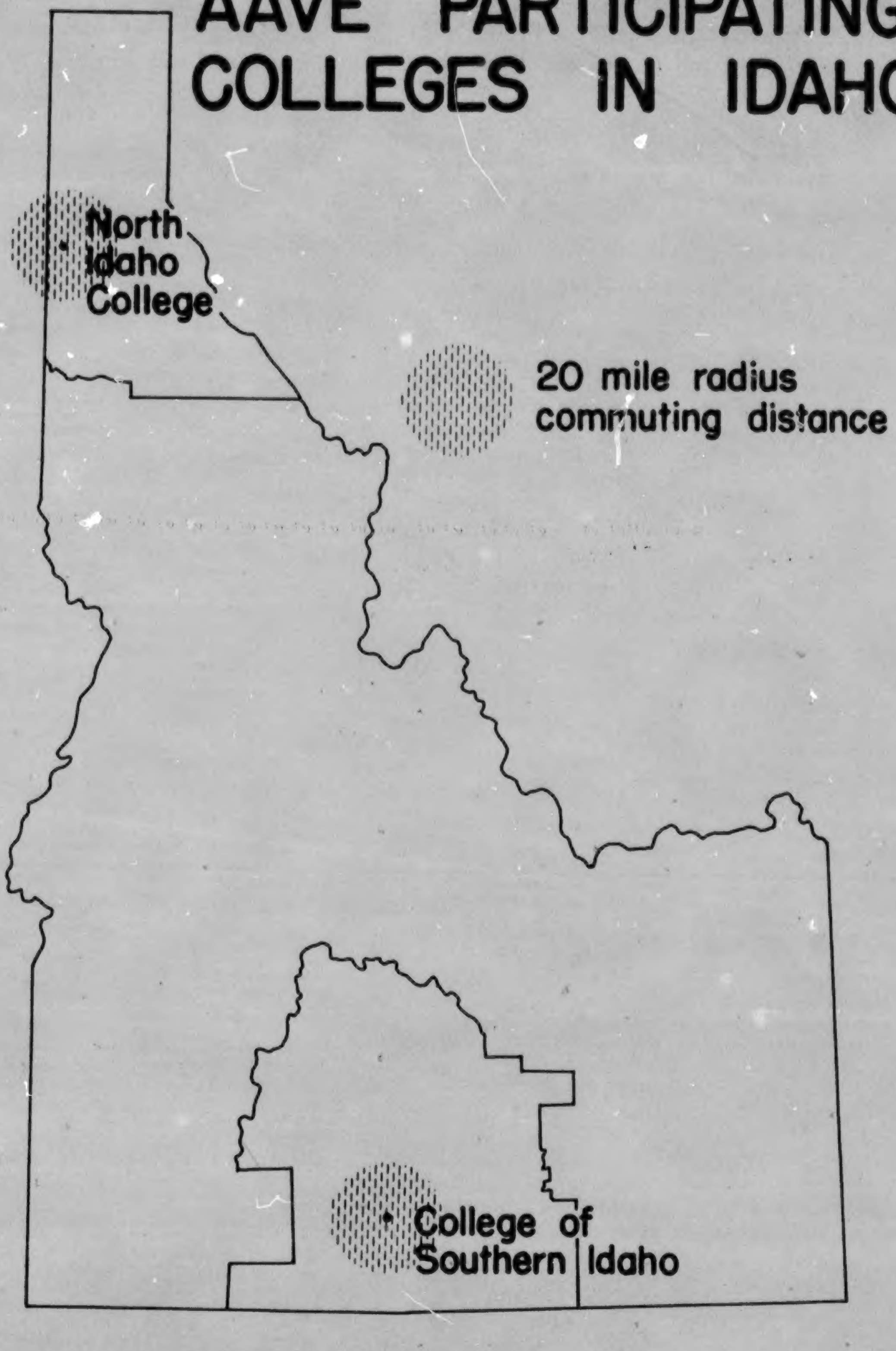

North Idaho College
20 mile radius commuting distance
College of Southern Idaho

Figure 1-1

AAVE PARTICIPATING COLLEGES IN OREGON

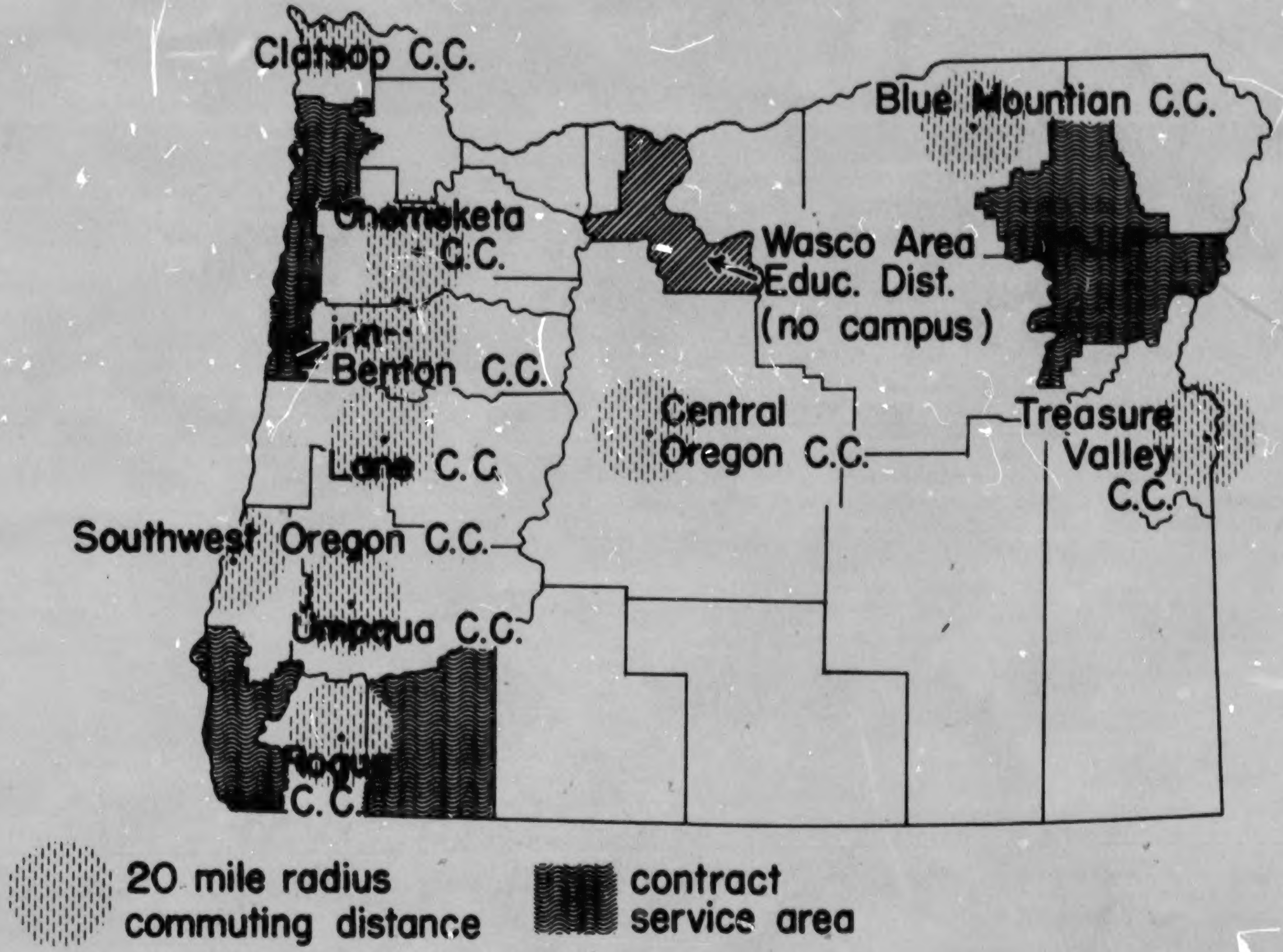

Clatsop C.C.
Blue Mountian C.C.
Chemeketa C.C.
Wasco Area Educ. Dist. (no campus)
Linn-Benton C.C.
Central Oregon C.C.
Treasure Valley C.C.
Lane C.C.
Southwest Oregon C.C.
Umpqua C.C.
Rogue C.C.
20 mile radius commuting distance
contract service area

Figure 1-2

AAVE PARTICIPATING COLLEGES IN WASHINGTON

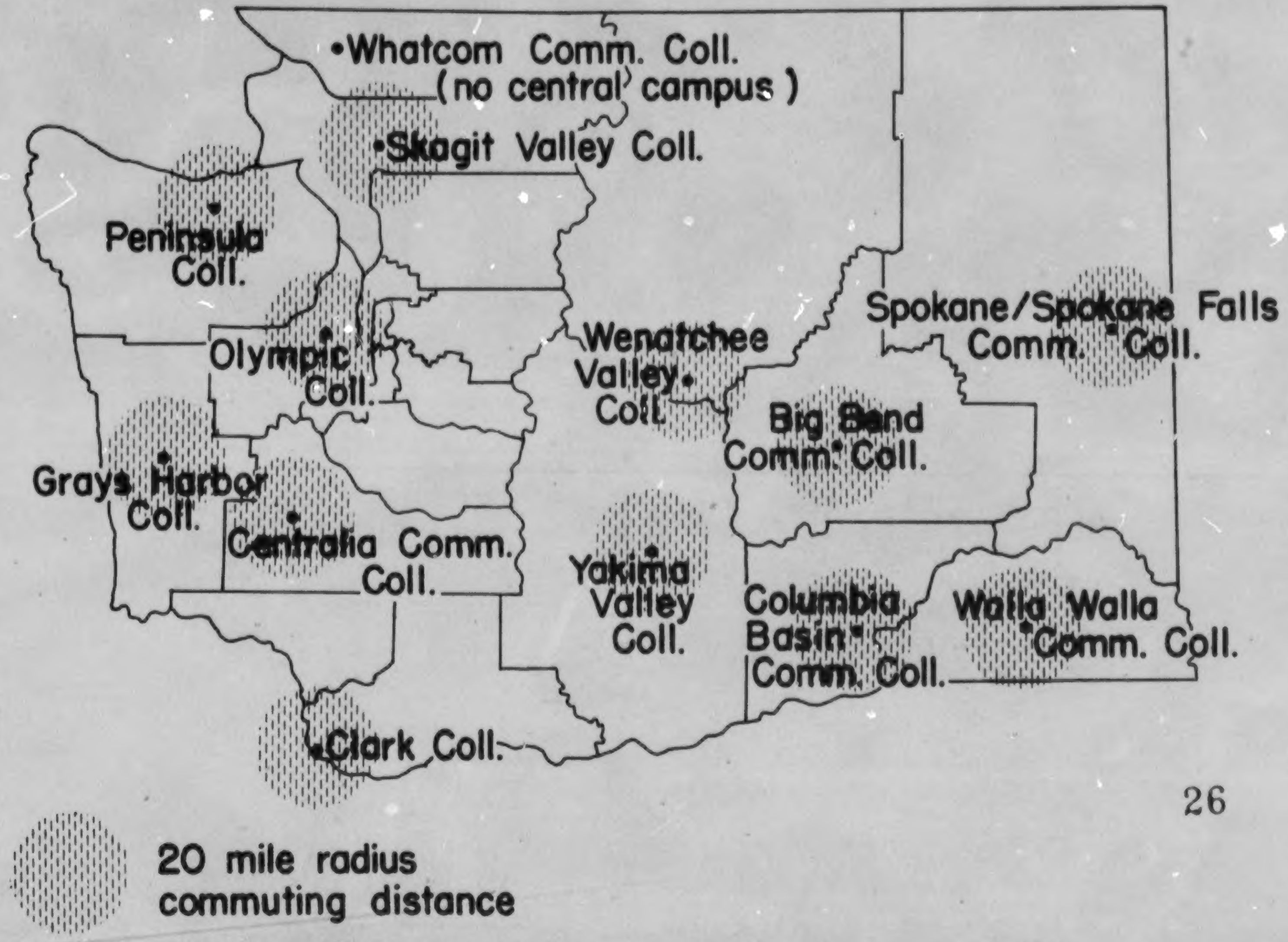

•Whatcom Comm. Coll.
(no central campus)
•Skagit Valley Coll.
Peninsula Coll.
Olympic Coll.
Grays Harbor Coll.
Centralia Comm. Coll.
Clark Coll.
Wenatchee Valley Coll.
Yakima Valley Coll.
Spokane/Spokane Falls Comm. Coll.
Big Bend Comm. Coll.
Columbia Basin Comm. Coll.
Walla Walla Comm. Coll.
20 mile radius commuting distance

Figure 1-3

Community colleges involved in this study offered vocational education classes for adults in at least 137 cities and towns in areas 20 miles or more from a central campus during the 1976-77 academic year. (The "at least" reservation means that there were an undetermined--but small--additional number of outreach locations. Some colleges provided data for a group of locations without identifying which data came specifically from which location. One Washington college did not supply course data.)

Table 1-1 presents the number of adult vocational education outreach classes summed for each state offered by 24 of the participating colleges in each of seven different major subject areas.[4] (The complete categorization scheme is presented on page 24 of this report.)

TABLE 1-1

NUMBER OF OCCUPATIONAL CLASSES BY STATE AND MAJOR SUBJECT AREA

	State			
Major Subject Area	Idaho	Oregon	Washington	Total
Agriculture	0	22	57	79
Business & Office	3	159	146	308
Health	0	51	203	254
Marketing Distribution	0	30	59	89
Technical	0	19	14	33
Trade & Industrial	8	197	217	422
Total	11	478	696	1185

---

[4] Two categories of courses were excluded from the analysis--the major category of Home Economics Occupations, and the vocational subject called Cottage Industries/Small-scale Crafts (a subdivision of the Trade & Industrial Occupations category). The Home Economics courses were excluded for two reasons: The first reason was that the AAVE staff, recognizing that definitions of terms used in vocational education were subject to variation from user to user, attempted to be flexible enough to allow local administrators to define what was and was not vocational. At the first few community colleges visited, administrators did not class Home Economics courses as vocational. Hence, data for these courses were not collected. To be consistent, any data collected on these subjects at the remaining institutions were not analyzed. The second reason these courses were excluded from the AAVE analysis was

Idaho had only two community colleges, but the primary reason for the comparatively small number of adult vocational education outreach classes reported was that this sort of educational opportunity was usually provided by the common schools. This arrangement appeared to be traditional in Idaho, and the community college administrators did not indicate any intention of trying to compete with the local schools.

---

that the Home Economics type courses were generally thought to be more recreational than vocational (vocational considered to be income producing). The AAVE staff become increasingly aware, as the data-collection process went on that adults tended to define for themselves what was vocational (i.e., income producing) and what was not. In any given class, then, some students might have been enrolled for vocational reasons, some for recreation, and some for yet other purposes. Without detailed follow-up study, it was not possible to determine the "true" purpose of a course. One college--where Home Economics courses were considered vocational--offered the following rationale: While there may not have been any direct monetary return for the skills learned in many of these classes, the students gained indirectly by saving money--either by doing for themselves what they would otherwise have had to pay someone to do, or by getting more quality for the money they did expend.

The Cottage Industries/Small-scale Crafts category included such courses as stained-glass working, wood carving, macrame, dried flower arranging, and tole painting--the kinds of classes some have called "artsy-craftsy." These courses, traditionally considered to be hobby and recreation, were theoretically not eligible for state funding. In practice, however, the difficulty in determining the "true" purpose for these kinds of courses often resulted in some of them being at least partially funded through the state. It should be noted that in at least two community college districts in Oregon, college policy prohibited offering hobby and recreation classes.

In addition to the difficulty encountered in determining the "true" purpose of the classes, there was some justification offered for including the Cottage Industries courses as vocational. The AAVE staff received reports from several administrators concerning individuals who had taken these kinds of classes and had become proficient enough to sell their wares and/or to teach the subject for pay. In addition, one institution was developing preliminary plans to offer the Cottage Industries classes specifically as vocational subjects. One portion of the college district was particularly depressed economically, and college administrators had been approached with the idea of offering training in home-style crafts so that residents would learn to make craft items which they would then sell to tourists. In other words, people hoped to develop the area economically through the use of cottage industries. Such small-scale crafts might be appropriately developed as vocational subjects in rural areas with substantial proportions of older and retired persons (see Chapter 4, pg. 121) who could use these craft skills to provide supplemental income.

The relatively large differences between Washington and Oregon in the numbers of classes reported in three of the categories of training are readily explainable:

1. Agricultural Occupations. One Washington college had comparatively large Farm Management and Farm Machinery Maintenance programs, while one or two Farm Management programs in Oregon schools were excluded because they were principally offered within 20 miles of the main campus.

2. Health Occupations. Washington schools provided extensive training in First Aid--required by Occupational Safety and Health Administration (OSHA) regulations--and Emergency Medical Technology (EMT). Off-campus Nursing programs were more common in Washington schools, two colleges having considerably more extensive programs than did the others.

3. Marketing & Distribution Occupations. One Washington college had a much larger offering of Marketing classes in its outreach area than did any of the other participating colleges in the two states. However, because Whatcom Community College had no central campus, all of its Marketing and Distribution classes were included. Other institutions may have had on-campus Marketing programs of comparable size, but the number of classes offered in the outreach areas was considerably smaller.

The fact that data were collected from 12 Washington community colleges and only 10 in Oregon probably had only a minor effect on the overall figures. (One of the Washington institutions reported only three vocational outreach classes, other than those in Home Economics.)

When the course data were analyzed in more detail, it was found that no classes were recorded in 10 (18%) of the categories (other than those in the Home Economics Occupations). These included Crops, Dental Specialities, Medical Records, Fashion & Apparel (Marketing), Transportation, Other Marketing, Fisheries/Marine Science, Custodial Services, Personal Services, and Small Machine Maintenance. (The fact that no courses were identified in these categories means only that they were apparently not offered in outreach areas--not that they were not offered at all.) Table 1-2 lists the six most frequently offered vocational classes in outreach areas during the 1976-77 school year. Each represented at least 5% of the total number of classes. (Complete information is located in Appendix E.)

classes (101) were in the Business & Office Occupations area. Most of the rest were in T & I except for about 15% in Health Occupations. Otherwise, there seemed to be no particular pattern to what was offered at various times during the year. The primary reason that so many more Washington classes came in the Fall-Spring category was that one college with a large outreach effort offered courses only during the Fall and Spring.

The data were recombined to give an overall view of the number of classes going on during each of the three quarters. Four hundred classes were operating in the Fall, and 392 in each of the Winter and Spring quarters. Thus there was clearly no great difference in the number of classes offered at different times of the year.

The AAVE staff began the data-collection process intending to obtain enrollment figures for each course. However, these data were not available for all courses or all institutions, so no attempt was made to arrive at total enrollments by course category or program area. Based on data collected from five of the institutions (where enrollments in individual classes ranged from 1 to more than 100), an estimate was made that the average enrollment per course was 14; thus there were approximately 16,600 enrollments in adult vocational education outreach courses in the study area during the 1976-77 school year.

Occupational Programs

As was noted earlier, the original intent of the project had been to collect data on vocational programs in outreach areas. Because so few programs were in operation, the staff concentrated on course information. However, one instrument--the Occupational Program Survey--was designed specifically to collect information on these programs.

Forty programs were identified--20 in Washington, 20 in Oregon, and none in Idaho. Programs were found at seven Washington colleges and six Oregon colleges. Programs were categorized using the scheme developed for course classification (see pg. 24 of this report). Six programs were classed in the Agricultural Occupations, seven under Business & Office, ten under Health, three in Marketing (primarily Real Estate), one in the Technical Occupations, and the remaining thirteen in

TABLE 1-2

NUMBER OF CLASSES OFFERED IN SELECTED VOCATIONAL SUBJECTS IN THE AAVE STUDY AREA

Vocational Subjects	Number of Classes
Other Health Occupations*	184
Stenography, Secretarial	121
Metals & Other Materials	100
Accounting/Bookkeeping	86
Nursing	65
Law Enforcement	60

* Primarily EMT and First Aid training

Courses were analyzed according to the time of year in which they were offered. Table 1-3 shows the number of classes offered in each of seven time-of-year categories. In addition, there were 70 classes in Washington for which time-of-year data were unavailable.

TABLE 1-3

NUMBER OF VOCATIONAL CLASSES BY STATE AND TIME OF YEAR

	State			
Time of Year	Idaho	Oregon	Washington	Total
Fall	1	73	107	181
Winter	7	90	103	200
Spring	3	88	97	188
Fall-Winter	0	48	71	119
Fall-Spring	0	26	116	142
Winter-Spring	0	50	34	84
Fall-Winter-Spring	0	102	98	200
Totals	11	478	626	1115

At least 569 classes in Washington (perhaps as many as 639, since most of the ones with missing time-of-year data were one-time courses) were offered on a once-a-year basis. Three hundred and forty-five classes were offered twice a year, and 200 were offered three times during the year. Slightly more than half the three-times-per-year

Trade & Industrial Occupations. Nursing was the biggest single area (six programs), followed by Law Enforcement (five programs). and "Other Health Occupations (four programs). In some cases, a given program was offered at two or more outreach locations. The results are listed in Table 1-4.

TABLE 1-4

TYPES OF PROGRAMS OFFERED IN OUTREACH AREAS

Program Type	Number	Program Type	Number
Agri-business	1	**Other Health Occup.	4
Farm Management	3	Real Estate	3
Livestock	1	Engineering	1
Ornamental Horticulture	1	Auto & Small Eng.	2
Small Business Mgmt.	1	Construction Trades	2
Secretarial	3	Fire Science	1
Other Business & Office		Heavy Equipment	1
(Income Tax Preparation)	1	Law Enforcement	5
*Nursing	6	Other T & I	2

*RN, LPN, Nursing Asst., Nursing Home Asst.
**(Primarily EMT)

While there were some differences between Washington and Oregon as to the types of programs offered, the differences were relatively minor. Programs ranged in length from one to twenty courses and took from one day to three years to complete.

Approximately half of the identified programs were the result of legal or professional mandates for licensure, re-licensure, and/or upgrading. Such programs as Income Tax Preparation, Real Estate, and most of the Law Enforcement programs were included in this category.

For two primary reasons 40 was seen as an underestimation of the actual number of programs.

First, the definition of program used by the AAVE staff was not necessarily agreed to by college personnel. Hence, some programs which probably should have been included were not because college personnel did not perceive them to be programs. This difficulty was particularly true in the case of one-course programs.

Second, only two or three of the 40 programs were identified by administrators as "partial programs." The AAVE staff had defined a partial program as one which could be started at an outreach location, but which had to be completed on campus. Based on impressionistic data gathered through the site visitations, the AAVE staff concluded that more partial programs existed in outreach areas than were reported. They were not identified as such because the college administrators did not perceive them in a programmatic way--i.e., the courses were looked upon as courses (perhaps related courses), but not as a program. "Partial programs," then, may not be a particularly useful concept in discussing adult vocational education outreach.

The primary reason which administrators gave for not having (more) programs in outreach areas was the lack of people. Additionally, a few administrators indicated that although they could get the people, they lacked facilities and/or financial resources. Several administrators told of their desire to offer more programs. One, in fact, attributed the lack of programs to his own lack of foresight.

Contract Service Agreements

Oregon law provided a number of ways for citizens to obtain community college education. One of these was through contracted services between a community college and a political entity. The Contract Services Survey was designed to gather data about this way of providing educational services.

During 1976-77, six of the Oregon colleges involved in this study provided service by contract to other entities--counties, school districts, and intermediate education districts. In all, eight contracts were identified, with educational services being provided at 20 locations. Vocational offerings were provided at 15 of these locations. In several cases, the majority of a college's vocational offerings in outreach areas came from the contract service area (primarily because these colleges had very few outreach locations within their own districts).

(A copy of the instrument and detailed results are found in Appendix A.)

Subobjective 1.2

Identify and categorize individual programs according to administrative and curricular characteristics and the demographic characteristics of their location.

Procedures

Classification Scheme

Categorization of the community college occupational offerings required a classification scheme that would prove appropriate for the courses offered in all three states. Development of this scheme involved first an analysis of classification systems reported in the literature as well as those used in each state. Next, a scheme was developed that combined aspects from several systems into a single, abbreviated scheme for classifying occupational courses offered by community colleges in nonmetro locations.

Curricular Variables

Once the offerings were classified, the next procedure was to identify curricular variables that were pertinent to the AAVE project. A review of literature as well as discussion and consultation among project staff and with project advisors resulted in the variables eventually being incorporated into the survey instrument, the Occupational Course Survey. In general, those variables selected referred to the time courses were offered, length, format, and purpose of the course. However, when the survey instruments were used to begin gathering data, it was found that many of the variables were college specific, rather than course specific. As a result, the information that varied by course, such as the time and locations the courses were offered, was gathered from written records. Data on variables that were college specific was collected by interview from college officials.

Administrative Variables

Identification of administrative characteristics, the second part of subobjective 1.2, followed much the same procedure as for the curricular aspects. Variables were identified from a review of literature and consultation with specialists at Washington State University and in the field. Several administrative aspects, such as admission requirements and justification for the course, were included as part of the Occupational Course Survey.

Another survey instrument, the Administrative Functions Survey, was designed to gather data related to the administration of occupational courses in nonmetro areas. Following modification of the first drafts of this instrument, the final product included major sections on occupational outreach planning and administration, information systems, and facilities and equipment for outreach sites. Detail on funding patterns, which was originally proposed to be included, was eliminated from the final draft on the advice of the AAVE advisory committee. (A copy of this instrument in included in Appendix A.)

Yet a third survey instrument was developed to gather information about the instructors of occupational courses in nonmetro areas, resulting in a profile of those who were teaching the courses. Background and experintial data were included, as was information on how the teachers felt about their jobs and about their need for teacher training. (A copy of the Occupational Staff Survey, can be found in Appendix A.)

Demographic Variables

The third major portion of this subobjective, a categorization of programs by the demographic characteristics of their location, was found to be unachievable for several reasons related to the lack of available demographic data: First, there was a fundamental dilemma in the use of census-derived demographic data for local program planning. On the one hand, data needed to be specific to an area--i.e., what was true in a town in the northwest corner of the district was not necessarily true of a town in the southwest corner, perhaps, a hundred or more miles away. On the other hand, in much of the rural northwest the towns were so small that the demographic data provided by the census had to be aggregated to the point that the information for those towns was not identifiable.

Second, small area statistics presented another problem in the use of demographic data. Many of the variables considered potentially helpful in program planning (age, race, sex, mother tongue, mobility, occupation, years of schooling, income, marital status, employment status) were not available for small areas in published census reports. The staff located the data on computer tape, but found that because of such small numbers of people in many locations, some data had been suppressed in order to protect the privacy of the individuals.

Third, further difficulties were encountered when attempts were made to provide each college with a demographic profile of the areas outside the 20-mile "commuting" area. The 20-mile radius circle and--especially in Oregon-- the district boundaries rarely coincided with the boundaries of the census divisions. (See Appendix F for a discussion of district boundaries.) Many small census divisions were thus split--sometimes as many as three or four ways--and estimates of the percentages of the census division in each of the portions had to be made. It was finally decided that instead of a demographic profile of each community in the outreach area, each college would be provided with a demographic profile of its entire outreach region. The profiles included the numbers and percentages of people in each category of nine variables (all those listed above except race). (A copy of one of the profiles is in Appendix G.)

One final difficulty encountered in using census data for demographic information was that the data were nearly eight years old. The actual figures (especially for age, income, and employment status) were undoubtedly different from the ones provided in the census reports. Population estimates for the mid 1970s were available for each state, but users were warned that these estimates were reliable only at the state level and should not be used to try to compute estimates at the county or census division level. This difficulty should be lessened once the five-year census is in operation. (A discussion of administrators' use of demographic data is in the section "Information as a Decision-Making Resource," pg. 72).

Findings: Curricular Variables

The classification scheme used for courses was adapted from several sources, primarily a system utilized by the Oregon Board of Education. The final result consisted of seven major categories (Agricultural, Business & Office, Health, Home Economics, Marketing & Distribution, Technical, and Trade & Industrial Occupations) and subcategories to total 55. The categories and subcategories are listed in Table 1-5 as they appeared in the Adult Vocational Interest Survey.

Analysis by curricular variable revealed that most courses were offered in the evening, followed a one-quarter format, and were offered for the purpose of occupational upgrading. For each variable, however, significant exceptions were noted.

The majority of vocational courses in nonmetro locations were taught in the evening. This general trend was constant for all three states of the study and all colleges. Some daytime courses were reported by most colleges, often for courses within entire programs available at the site, such as Nursing. Day courses were also utilized for those taught on Indian reservations, for the unemployed, for specific companies or agencies, or for worker groups with flexible schedules, such as farmers. Weekend courses were occasionally offered for such subject areas as Law Enforcement and First Aid.

In all states the quarter-course format was used most frequently, although in several Washington schools the timing of the quarter in the nonmetro areas did not necessarily correspond with that on campus. Exceptions to the quarter format were in many cases the same as those courses offered during the day rather than in the evening--e.g., courses offered for a specific industry or on Indian reservations. Most First Aid classes, because they required fewer contact hours than regular quarter courses, were conducted in a shorter format. In general, courses offered for credit were less flexible in deviating from the quarter format than were non-credit courses.

Another component of the format variable was entry/exit: were courses open entry/open exit or was there a prescribed time that students entered and completed courses? With a few exceptions, the courses had a prescribed time for entry and exit. The exceptions included a few courses in office occupations, some courses taught under the auspices of

TABLE 1-5

VOCATIONAL SUBJECTS

AGRICULTURAL OCCUPATIONS

101. Agriculture-related Business (supplies & services, mechanics, etc.)
102. Crops
103. Farm Management
104. Livestock
105. Ornamental Horticulture
106. Other Agriculture

BUSINESS AND OFFICE OCCUPATIONS

201. Accounting and Bookkeeping
202. Business Data Processing
203. Filing, Office Machines, Clerical
204. Small Business Management
205. Steno., Secretarial, & Related
206. Supervision & Administration
207. Other Business and Office

HEALTH OCCUPATIONS

301. Dental Specialties
302. Medical Laboratory Specialties
303. Medical Records
304. Medical Therapy Specialties (respiration therapy, physical therapy, etc.)
305. Nursing
306. Other Health Occupations (mortuary science, veterinary science, mental health, etc.)

HOME ECONOMICS OCCUPATIONS

401. Child & Family Care
402. Clothing & Textiles
403. Consumerism
404. Foods & Nutrition
405. Home Management
406. Other Home Economics Occupations

MARKETING & DISTRIBUTION OCCUPATIONS

501. Cashiering & Checking
502. Fashion & Apparel
503. Finance & Credit
504. Food, Lodging, Tourism
505. Real Estate, Insurance
506. Transportation
507. Other Marketing & Distribution (hardware, automotive, etc.)

TECHNICAL OCCUPATIONS

601. Electric/Electronic Technologies
602. Engineering Technologies (chemical, mechanical, civil, etc.)
603. Environmental Technologies (wastewater treatment, environmental health, etc.)
604. Forestry/Forest Technologies
605. Fisheries, Marine Science, Oceanographic Technologies
606. Other Technologies

TRADE AND INDUSTRIAL OCCUPATIONS

701. Aircraft Maintenance, Operation, & Ground Operations
702. Appliance Repair
703. Auto & Small Engine Mechanics
704. Body & Fender Repair
705. Construction Trades (electricity, carpentry, plumbing, etc.)
706. Cottage Industries/Small-scale Crafts (leather, woodworking, glass, etc.)
707. Custodial Services
708. Fire Science
709. Graphics, Drafting, Photography
710. Heavy Equipment Maintenance/Operation
711. Law Enforcement/Legal Assistant
712. Metals and Other Materials
713. Personal Services (barber, beautician, etc.)
714. Radio & TV Broadcasting
715. Small Machine & Instrument Maintenance & Repair
716. Upholstery & Textiles
717. Other Trade and Industrial Occupations

the Comprehensive Employment and Training Act (CETA), a correspondence course, and a modularized Auto Mechanics course. Personnel in several colleges indicated an interest in trying to develop more open entry/open exit courses for nonmetro areas, although few were currently offered.

A third major curricular category was the purpose for offering the course. Courses were categorized as preparatory, for those designed to prepare students for entry-level employment in an occupation, or supplemental, for courses to provide occupational updating for those already in an occupation. Although this categorization was used extensively due to federal reporting requirements concerning vocational programs, the data were found to be inconsistent and generally unreliable. One exception was in Idaho, where colleges were limited to offering supplemental programs to adults in nonmetro areas. In that state, the categorization appeared to be consistently appropriate. However, in both Oregon and Washington, the definitions of preparatory and supplemental seemed to vary among colleges within the states. Most nonmetro vocational courses were listed as supplemental, but they often included students with no background or employment in the field, and similar courses defined by one school as preparatory might be listed by another as supplemental. During the on-site interviews, personnel from several colleges agreed that it was the goal of the students that actually determined whether the courses were preparatory, supplemental, or even avocational in nature. At any rate, it was found that the preparatory/cupplemental designation was generally not a reliable measure to determine the purpose of the course.

Findings: Course-Related Administrative Variables

Two instruments were used to gather data about administrative characteristics: portions of the Occupational Course Survey and the entire Administrative Functions Survey. While the administrative information related only to courses, the administrative variables investigated through the Administrative Functions Survey related to overall organizational structure of the college and specific program-planning practices.

Administrative Factors from Occupational Course Survey

Following is a summary of the results of the 11 administrative items on the Occupational Course Survey. In general, the results revealed consistent trends for some variables; for example, most courses had no admission requirements, reflecting the open-door philosophy of most community colleges. Other characteristics, such as the type of credit given for nonmetro vocational courses, showed considerable variation among colleges.

Relatively few nonmetro vocational courses were found to focus on the needs of the disadvantaged and/or handicapped. Those that did were generally developed for CETA programs, Indian reservation training programs, or sheltered workshops.

Enrollment limits for courses were hypothesized to have an effect on the availability of courses in nonmetro areas. The limits were found to have an effect, but not in the manner hypothesized. The limits imposed were generally minimum enrollments, not maximum. The effect came from courses not being offered because the minimum enrollments were not met. Any maximum limits reported were imposed because of facility and/or equipment limitations, or were limits imposed by the instructor. In general, the minimum enrollment limits, which varied from about 8 to 15 students, were sometimes ignored if the class was required, of it it would benefit the overall effort of community education.

Admission requirements were most often limited to minimum age: 18 years in Idaho and Washington, 16 years in Oregon. No maximum age limits were found. In most instances, courses were open to anyone who desired instruction. An exception was in Idaho, where nonmetro vocational courses were almost exclusively supplemental, and enrollees had to be employed in a related occupation. In Washington and Oregon, the prior employment requirement was invoked for only a small number of courses. Specialized vocational programs in nonmetro areas, such as Nursing, often had more specific admission requirements.

The recognition given to course completers varied from none to a certificate of completion, with the Washington and Oregon schools generally opting for the first type and Idaho schools offering the second. Except for Idaho, the certificates were most frequently given only for certain courses (e.g. First Aid) or on request, although practices varied among schools. Whether or not certificates were given often seemed a reflection of the personal philosophy of the dean of community services.

The type of credit offered for nonmetro vocational courses was another characteristic used to analyze the administrative practices of community colleges. The originally-planned procedure was to investigate only credit courses for the purpose of this study. However, it was found that there was an amazing variation among colleges in determining which courses were granted credit and which were not. Eventually it was decided that the credit/noncredit designation was not satisfactory for determining appropriate courses for this study. Nevertheless, the first site visits used the credit designation, certain courses were not included, and subsequent visits eliminated the same courses in order to remain consistent for all colleges.

The variation in types of credit in Idaho included no credit from one school, and clock hours instead of credit from the other. There was even more variation in Oregon, where transferable credit was given for preparatory courses, some non-transferable credit for supplemental courses, some credit transferable as electives only, and noncredit options for most courses. Variations were similar in Washington: some colleges offered no credit; others had options for the type of credit received (regular credits, professional improvement units, clock hours, continuing education units, noncredit); others offered academic credit for all courses. In more than one instance, the credit was considered more of a bookkeeping function than as units that were useful to students. Some colleges noted that the area of credit was threatening to many adults, so noncredit enrollments were encouraged.

The ability to transfer courses taken in nonmetro locations into a vocational program offered on campus was found to be the exception, rather than the rule. In most cases, transferability depended on the course, with preparatory credit courses being those most likely to transfer. It was frequently reported that courses could be transferred as electives only for programs on campus.

One item referred to the availability of guidance and counseling services to students taking vocational courses in nonmetro locations. These services (orientation activities, appraisal activities, consultation activities, and student activities) were generally found to be unavailable in most locations. At locations where outreach coordinators were available, services were sometimes available through the coordinator, often on an individual basis. A few colleges reported that they used mobile counselors, who traveled from campus to outreach locations on request. As a rule in all states student activities were rarely available, while orientation, appraisal, and consultation activities were occasionally available.

To offer courses in non-campus locations, all colleges in the study evidenced a high degree of community cooperation, especially the sharing of facilities. Public school facilities were those most often shared, followed in frequency by those of business and industry and city and county governments. Although the staff hired to teach nonmetro courses were often employed elsewhere as well, the staff could not be considered "shared," since they were hired and paid by the college to teach the courses. In general, the interviews of campus officials during the site visits revealed a positive, cooperative attitude toward working with community agencies and institutions to offer vocational courses in locations away from the college campus.

Getting information to the public about courses offered off-campus took various forms at the colleges. In Washington, the colleges were limited somewhat in their methods of advertising, since legally only one type of paid advertising could be used. Brochures and/or occupant mailings were the methods most often used in all three states. Advertisements in newspapers and shoppers' guides were another popular method. Many schools also utilized public information sources extensively, for example newspaper stories, public service broadcasts on TV and radio, presentations to high school students and/or civic organizations, and bulletin boards. Other methods reported were word-of-mouth, flyers sent home with elementary students, special mailings (notices sent directly to businesses, industries, and/or organizations announging courses of special interest to recipients), interest files (a system used by the college to catalog and follow up on requests for courses), campus tours, and booths at county fairs.

The accessibility of courses in nonmetro locations was found to be relatively standard, regardless of where the course was offered. Public transportation was almost never available, but locations were universally accessible by car.

Administrative Factors Affecting Minimum Enrollments

After the first few site visits, it became apparent that there was often a distinct difference between the courses that were offered and the courses that "made"--i.e., the courses that achieved minimum enrollments. Although the question had not been part of the research design, the visitation teams subsequently asked administrators what percentage of the courses which they offered actually succeeded. The answers ranged from 100% to 0%. An estimated median figure was 80%. Whether or not a majority of courses "made" was dependent primarily on three factors:

First of all, the time of year a course was offered affected its success in some locations. The best time of year was not, however, consistent from place to place or from institution to institution. In some, Winter was the best time for classes because people had no other activities. In others, it was the worst time because people could not get out to attend classes.

Secondly, the community coordinator affected the success rate of course offerings. In at least two different colleges, unsatisfactory performance by community coordinators was cited as the reason so few courses "made" in those locations. In other instances, coordinators were cited as the cause for the high rate of success.

Lastly, and perhaps most importantly, the philosophy of the outreach director determined the percentage of courses which would "make."

Some operated on the "shotgun" approach--offering everything possible and letting the success or failure of courses be indicative of the relative need for those classes. At the other extreme was the carefully planned approach, where almost nothing was offered that had not pre-registered (informally) at least a minimum enrollment. Other approaches ranged between these two extremes. One approach which was clearly articulated during site interviews was to offer primarily only those courses almost guaranteed of success, but to "throw in something to sweeten the pot"--i.e., to offer some courses which had less chance of succeeding in order to attract some people who might not otherwise attend. One college had had a very negative experience with the "shotgun" approach, feeling that it had caused significant public relations problems because of so many course cancellations. Administrators there indicated they were planning to change to a more conservative approach.

Findings: Administrative Structures

Whereas the administrative items on the Occupational Course Survey were largely course related, those on the Administrative Functions Survey were primarily concerned with decision-making functions and facilities. Following is a summary of the results of the survey.

Introduction

Before detailing any of the specific findings about the administration of adult vocational education outreach, a number of general observations should be noted. First, the term "administrative patterns" was taken to mean "organizational structure," and is used that way in the following discussion. The term "administrative practices" was defined as those administrative tasks or activities undertaken to provide educational services. At one point in the research, it was thought that administrative practices might group together neatly into identifiable patterns, but such was not the case. Organizational structure, however, seemed to play an important role in providing vocational education opportunities to adults in rural areas. Hence, the first part of this analysis will dwell more on organization than on specific administrative practices.

Second, during the visits by AAVE staff members to community colleges, it became apparent that the administration of adult vocational education outreach was not specific to programs or courses, but varied according to the organizational structure of the individual college.

Third, in many ways, the administration of adult vocational education was found to be a highly personal undertaking. Although there were commonalities among institutions as to the types of courses offered, the general organizational structure, the success of the outreach effort, and the workability of the organizational structure seemed to the visitation teams often to depend on the personality of the specific individuals occupying positions within the organization. This conclusion is admittedly based primarily on impressionistic data, but some of the "hard" data collected lends support to the conclusion.

The personal nature of administration was underscored by some difficulties the interview teams encountered in collecting data. In many instances, it was difficult to collect data which were specific to adult vocational education outreach because administrators did not keep separate records for these activities and did not separate these activities in their own thinking. In most cases, vocational education outreach was only a part (sometimes a major part, but still only a part) of the total outreach effort.

The personal nature of vocational education outreach was further underscored by the fact that when the same (theoretically factual) question was asked of more than one administrator at the same institution, the visitation team often received more than one answer. An administrator's perception of "how things worked"--i.e., what the organizational structure was or what administrative practices were followed--seemed many times to depend on the individual's role in the particular institution.

The net result of all these observations was that the research team concluded that it was not feasible to attempt to classify courses (programs) by administrative practices or patterns. The intent of the subobjective in the original proposal was to categorize data in such a way as to make possible some valid statistical comparisons among programs and institutions. Although this statistical analysis was not possible, the descriptive data provided a good deal of understanding about the delivery of vocational education to adults in rural areas.

State Impacts on Local Outreach Effort

Four common types of state community college systems have been identified by previous researchers (Wattenbarger & Sakaguchi, 1971):

Type 1--State Board for community colleges only
Type 2--State Board for all post-secondary education
Type 3--University Board responsible also for community colleges
Type 4--State Board for public education

Washington had a Type 1 system, while Oregon and Idaho had Type 4 systems. In addition to these differences in state-wide systems, the states differed in the way in which community colleges were funded.

Idaho's two community colleges were supported primarily through liquor taxes collected in the college's taxing district. The taxing district differed from the service area in both cases. North Idaho college had a one county taxing district and a five county service area. College of Southern Idaho had a bi-county taxing district, and the service district encompassed parts of 10 counties. Counties within the service districts, but outside the taxing districts, provided money to the host county for support of their residents who were students at the college. All support for vocational education, however, came from the state level.

In Oregon, each college was supported by local taxes. However, the state supplied reimbursement (equaling approximately 48% of the cost of instruction) for each full-time equivalent (FTE) student in academic transfer courses, in vocational preparatory and supplemental courses, and in certain other courses identified at the state level as being appropriate for reimbursement. The primary criterion for reimbursement was that a course be for a student's "self-improvement." Although hobby and recreation courses were not technically eligible for reimbursement, areas of overlap--i.e., where a hobby might provide self-improvement, and even some income--resulted in colleges' receiving state funds for a number of what were ostensibly hobby-type courses.

In Washington, no local tax money was involved in support for community colleges. Those courses which could not be supported from state funds had to be self-sustaining. Exceptions to this general rule included institutions which had special federal grants, parts of which could be used to support classes. For example, one institution had a grant from the Fund for the Improvement of Post-Secondary Education. Other Washington colleges (as well as some in Oregon) received CETA (Comprehensive Employment and Training Act) funds for particular courses.

The role of the state-level agencies in adult vocational education outreach was not a specific part of the research design, but the interviews with college administrators almost always resulted in some discussion of the various state agencies which affected adult vocational education programming.

In Idaho, for example, vocational training for adults off campus was usually handled through the common schools. The two Idaho community colleges thus offered very little off-campus vocational education except where such programs or courses were contracted by a specific business, agency, or organization.

Three areas in which Oregon community college administrators indicated feeling adverse impact from state agencies were the reimbursable courses, the procedures and criteria for approving new vocational programs, and the regulations governing preparatory and supplemental vocational training. The State Department of Education in Oregon provided the community colleges with a catalogue of reimbursable courses. While many administrators found this to be helpful, some felt that the rationale for including some courses and excluding others was not consistently applied and did not take into account differences in local situations and local needs. A number of college administrators objected also to the time-consuming "red tape" needed to get new vocational programs approved. (One administrator reported waiting as long as six months.) New programs were approved by the State Department of Education, but approval was reviewed by the Educational Coordinating Commission for possible duplication of or conflict with other programs already approved. One objection raised by local administrators was that some programs which the colleges felt met specific local manpower needs were turned down because there were state-wide (primarily metropolitan) oversupplies in the particular program areas. Finally, there was evidence among college administrators of some confusion with the constraints imposed by state regulations concerning the offering of preparatory or supplemental courses. One college might offer only preparatory courses in outreach "because state regulations make supplementary courses too difficult." Another might offer only supplemental courses "because state regulations make preparatory courses too difficult." In sum, the essential complaint of Oregon community college administrators with state intervention in local administration was that it failed to take into account the uniqueness of each college's situation and thus eliminated some of the flexibility required to meet local needs for vocational education in a timely manner.

Although in some senses the state had more control over community colleges in Washington than in Oregon, administrators in Washington institutions seemed less concerned with state control than were their counterparts in Oregon. One area where there seemed to be some concern among administrators was a legislative injunction against more than one kind of advertising for courses. While this injunction may not have directly affected what courses were offered, it did affect the number of people who might know about a particular course; hence, it might have affected the chance of the course's attracting the requisite minimum enrollment. The possibility of a given course's thus "making" was further affected by the state-mandated minimum enrollment--a somewhat flexible figure, but generally perceived to average approximately 15 students.

It should be stressed that in the outreach areas, the prime difficulty was in finding enough folks to take a course at a given time. The state-level restrictions were annoyances--sometimes minor, sometimes major--but were rarely the sole reason a specific local need could not be met. Some administrators in fact, reported times when they were able to bypass certain restrictions and provide vocational training which was sorely needed.

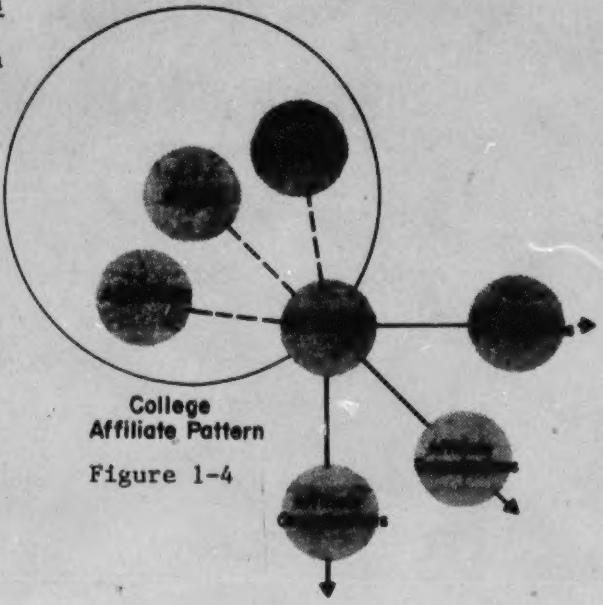
It may also be worth noting that local administrators often reported feeling hampered by state agencies. These agencies in general were seen as control rather than facilitative mechanisms. As one admin-intrator put it, "They are always telling us why we can't, rather than how we can."

Organizational Patterns

One item on the Administrative Functions Survey asked respondents to select which of five basic organizational patterns their college represented. These five types were illustrated by the diagrams presented below. In these diagrams, the solid directional lines indicate a control function, while the dotted lines indicate influence or an advisory function.

A. College Affiliate Pattern

The College Affiliate Pattern was identified by three administrators (one in Idaho, two in Washington) as being representative of their college's organizational pattern for outreach services. One of the Washington administrators noted that the arrows should be reversed for his institution, indicating that control of outreach came from the affiliate organizations rather than flowing to and through them.



College Affiliate Pattern

Figure 1-4

B. Satellite Center Outreach Pattern

Ten administrators (four from Oregon, six from Washington) selected the Satellite Center Outreach Pattern as most closely resembling the pattern for outreach services at their institutions. In addition, one Washington administrator said that this pattern represented the approach used for outreach beyond 20 miles from campus, but that another pattern (see D) was used for local outreach efforts.

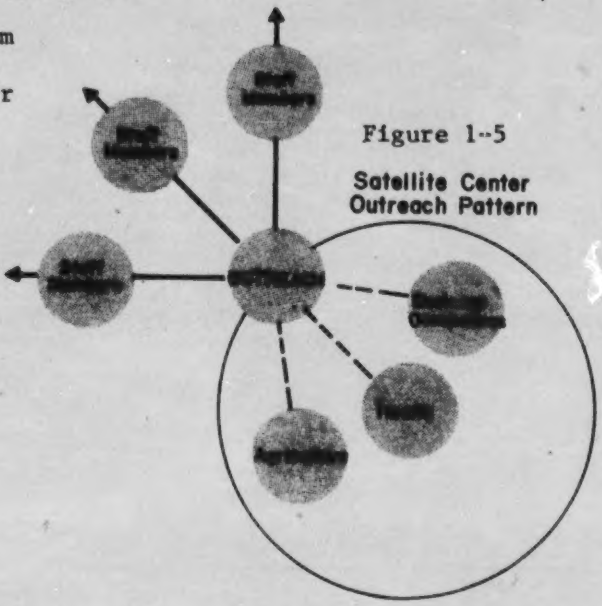


Figure 1-5

Satellite Center Outreach Pattern

C. Divisional or Departmental Extension Pattern

The Divisional or Departmental Extension Pattern was chosen by three individuals (one in each of the three states) as being a fairly accurate representation of their college's organizational structure governing vocational outreach efforts.

Figure 1-6

Divisional or Departmental Extension Pattern

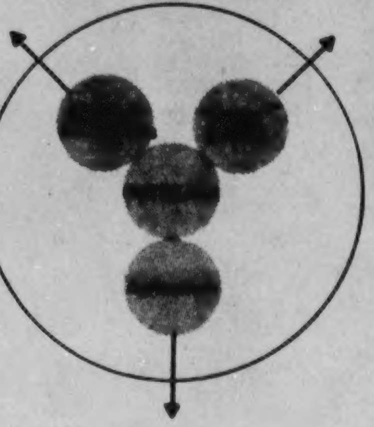
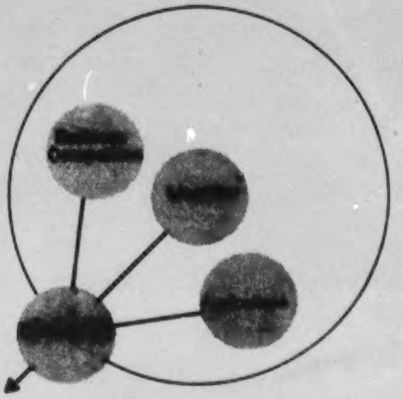


Figure 1-7

College Centralized Pattern

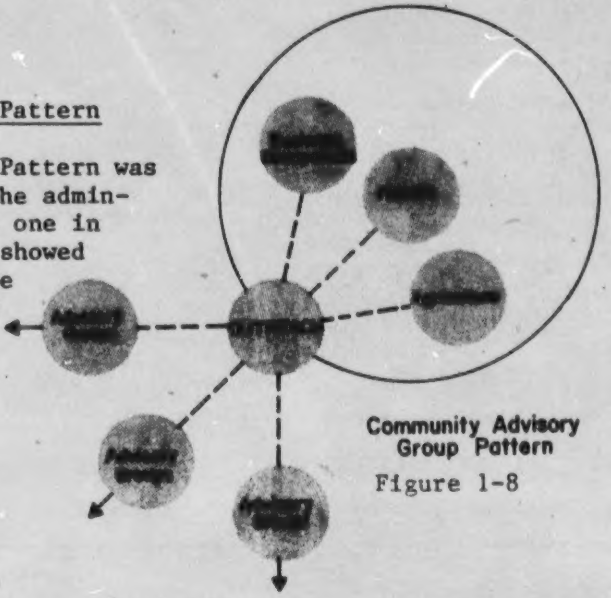


D. College Centralized Pattern

Eight respondents (two from Washington, six from Oregon) felt the College Centralized Pattern depicted the organization for outreach services at their institutions. As noted before (B, pg. 36), one other Washington administrator selected this pattern, but as being representative only of the local outreach effort at that college. The remote outreach was governed by the Satellite Center approach.

E. Community Advisory Group Pattern

The Community Advisory Group Pattern was the choice of only three of the administrators (two in Washington, one in Oregon) as the diagram which showed the way outreach services were organized at their particular community colleges.



Community Advisory Group Pattern

Figure 1-8

The Satellite Center Outreach Pattern (Option B) and the College Centralized Pattern (Option D) were clearly the most common organizational patterns identified (selected by 10 and 8 colleges respectively). The slight preference of Oregon schools for the D (centralized) pattern reflected the control which departments in the institution had over certain kinds of off-campus courses. Where off-campus courses were offered for credit which could be transferred directly to on-campus programs, departments in Oregon community colleges typically had to approve both the instructors and the syllabus. Where there were very few off-campus credit courses of this type, administrators may have perceived the departmental role as more advisory (B pattern) than regulatory (D pattern). The fact that in one institution respondents split between B and D tends to lend support to this thesis. In the other instance where administrators at one institution disagreed on their perception of the organization pattern, C (Divisional or Departmental Extension Pattern) and D were selected. A visual examination of the diagrams reveals the main difference between the two is that C represents even more departmental control, perhaps an indication of a larger number of courses offering and transferring credit.

In Washington, the departments within the college were perceived as having much less authority over outreach acitvities, with about half the colleges indicating the satellite pattern and only three selecting patterns with strong departmental controls. This finding may be reflective of the fact that Washington institutions, unlike some Oregon ones, tended to have a dean (or director) in charge of vocational education with a good deal of control over the academic departments; in Oregon, the departments appeared to be comparatively autonomous.

Internal Responsibility for Outreach

At the time the college presidents agreed to participate in the AAVE project, each named an individual to be the institution's liaison with the project. In the vast majority of cases, the AAVE staff found that the liaison was the person with the most authority in vocational education outreach. In some institutions, the liaison was the dean of instruction; in others, the vocational director; but in most cases the liaison was the person in charge of off-campus courses.

In Idaho, outreach vocational education was found to be under the control of the vocational dean or a subordinate. In Oregon, the dean of community education, or equivalent, was the person most often charged with the primary responsibility for vocational outreach. In Washington, the dominant individual varied by institution and depended on the personalities and internal politics involved. In about half the Washington institutions, the authority for vocational education outreach seemed to be with the vocational director; in the other half, the person in charge of outreach generally had the authority.

The size of the organization governing vocational outreach varied from institution to institution. It was as small as a one-person operation--with that individual identifying needs, establishing courses, hiring teachers, and evaluating the results--and as large as a multilevel structure--with a dean/director, three or four second-level subordinates, and another layer or two of authority before the instructor's level. Most common, however, was a central-campus administrator, off-campus site coordinators (or community liaisons), and instructors. The complexity of the organizational structure seemed most related to the size of the institution, the geographic spread of the district, and the numbers of courses offered. (Whether the complexity of organization permitted larger numbers of courses or whether larger numbers of courses dictated more complex structures was not readily discernible.)

In addition to the complexity of the organizational structure, the administration of adult vocational education outreach varied by the amount of autonomy permitted--not only within the institution (i.e., the autonomy of the outreach program) but within the organizational structure itself (i.e., the autonomy of the community liaisons/outreach/site coordinators). In some institutions, the president and even the board had a strong degree of control over the operations of the outreach program. In others, the community dean or equivalent had nearly complete autonomy. Among the various organizations administering outreach were found those which were nearly completely centralized--where the community dean maintained strong control over the operation--as well as those which were nearly completely decentralized--where each outreach site had its own budget and the authority to spend it. The degree of centralization thus varied from institution to institution. The AAVE staff concluded that, because apparently highly successful outreach efforts were conducted at both extremes of autonomy, the degree of autonomy itself was not a particularly important factor in determining success. In truth, as was indicated earlier, the structures seemed almost to be designed to fit the personalities and abilities of the people working in it. (It may be worth noting that several institutions indicated that they were in the process or reorganization, had just recently reorganized, or were about to reorganize.)

Community liaisons/outreach site coordinators were a common element of most outreach organizations. These individuals' primary tasks were to keep in tune with community needs and to arrange for and administer the courses in their communities. At some institutions, these workers were full-time salaried staff members. At others, they were part-time salaried workers. At a few institutions, these individuals were paid an hourly wage plus a bonus for each course which "made." In many institutions, the site coordinator played a critical role in the success (in terms of numbers of courses) of the operation. In at least one institution, the unwillingness of one site coordinator to promote courses was cited as the primary reason for the lack of courses in that community.

Influence on Adult Vocational Outreach Program Planning

The Administrative Functions Survey included a question asking for the relative influence which various individuals, groups, and information sources had in each of ten different elements of program planning: Needs, Policies, Courses, Schedules, Format, Techniques, Methods and Materials, Facilities, Program Evaluation, Follow-up Studies, and Evaluating Teaching Staff. Table 1-6 lists the influencers. Respondents were asked to indicate whether the individual/group/source named had a "great deal" of influence, "some" influence, or "little or none." In analyzing the responses, the AAVE staff looked at those who answer "great deal," and those who answered "some;" these responses were frequently combined to form an overall perception of influence. For example, 26% of the respondents felt the dean of instruction had a great deal of influence (i.e., major influence) in determining courses; 24%

TABLE 1-6

INFLUENCERS RELATED TO PROGRAM PLANNING

Individuals	Groups	Information Sources
President	Local Advisory Committee	Needs Assessment--Local
Dean, Instruction	Program Adv. Committee	Needs Assessment--District
Dean, Occupational Education	State Advisory Council	Employment Forecasts
Dean, Community Services	Grange	Census Data
Program Coordinator	Business & Industry	
	Labor Groups	
	School	
	Local Government	
	Community Groups	
	State Dept. of Education	
	State Coordinating Agency	
	State Agency, Voc. Educ.	

felt the dean had some influence (i.e., secondary influence) in this area. Overall, 50% of the respondents felt the dean had influence in this element of program planning. Since influencers' titles were not uniform among institutions, respondents were asked to select the closest appropriate title listed.

First, some general conclusions. Not surprisingly, the farther away the influencer was from the daily operation, the less influence it was perceived to have. Thus, the state-level organizations--advisory committees, state board of education, state council for vocational education, and the like--were seen to have almost no influence. Only one agency (the State Department of Education) was perceived by more than 25% of the respondents (29%) to have influence over any one program-planning element (determining policies). For some planning elements (particularly teacher evaluation) respondents indicated seeing no influence from one or more of these agencies. On the other hand, administrators chiefly in charge of vocational outreach were seen as the most influential. The dean of occupational education, the dean of community services, and the program coordinator were perceived to have influence in every one of the 10 program-planning elements by at least 50% (and as many as 90%) of the respondents. In many instances, major influence was seen by 50% of those administrators responding. Two major exceptions to this pattern were noted: In the determination of needs and the determination of the courses required to meet those needs, administrators perceived a broad range of influence (see Table 1-7).

TABLE 1-7

NUMBER OF RESPONDENTS PERCEIVING SELECTED INFLUENCERS AS HAVING "SOME" OR "A GREAT DEAL OF" INFLUENCE ON DETERMINING NEEDS AND COURSES

Influencer	Needs		Courses	
	Total No. Perceiving Influence	%	Total No. Perceiving Influence	%
Board	7	21	2	6
President	16	47	9	27
Dean, Instruction	26	76	17	50
Dean, Occup. Educ.	26	76	27	79
Dean, Community Service	29	85	28	82
Program Coordinator	27	79	28	82
Instructor	22	65	21	62
Students	25	74	24	71
Local Advisory Committee	28	82	22	65
Program Advisory Committe	25	74	23	68
State Advisory Council	5	15	4	12
Grange	4	12	2	6
Business & Industry	28	82		
Labor Groups	24			
School	14			
Local Government	9	26	8	24
Community Groups	24	71	21	62
State Dept. of Education	6	18	4	12
State Coord. Agency	3	9	3	9
State Agency, Voc. Educ.	8	24	6	18
Needs Assess., Local	24	71	22	65
Needs Assess., Dist.	18	53	15	44
Employment Forecasts	17	50	11	32
Census Data	7	21	6	18

The perceived influence was less overall than might have been anticipated. For example, in no case did 100% of the respondents see an influencer as having influence; 91% was the highest figure. At the most, three individuals were perceived by 50% or more of the respondents as having major influence ("great deal") on any single program element. These were the dean of occupational education, the dean of community services, and the program coordinator. (In one instance, choosing techniques and materials, the instructor was seen as having major influence by 50% or more of the respondents.) Except in the case of needs and courses, no more than 6 of the 20 possible influencers were perceived to have any influence by as many as 50% of the respondents on any of the program-planning elements. Even when the 25% level was used as a standard (i.e., at least 25% of the respondents perceived the influencer to have influence), the results were somewhat surprising. Besides the three high-level administrators already mentioned, major influence was perceived by 25% of more of the respondents in no more than five other groups in any one planning element. This appeared to mean that, except for the determining of courses and needs, only the administrators closely involved with the outreach effort were perceived to have much influence on program planning.

When first confronted with this item on the Administrative Functions Survey, many respondents remarked that the board was the final authority on all matters and thus had major influence in everything. The visitation team explained that the staff was looking more for direct influence than for final authority. Because of the respondents' initial reaction, it was somewhat surprising to find so few of them perceiving the board as having influence except in the area of establishing policies. Fifty-nine percent perceived board influence in policy making, but in no other area was the board seen as influential by as many as 25% of the respondents. Twenty-one percent saw board influence both in determining needs and in determining facilities.

(It may be interesting to note that the two or three deans of instruction who completed this item on the survey perceived themselves as having less influence on most of the items than did their colleagues in community and vocational education.)

One somewhat related item on the survey showed another view of the comparative influence of selected groups. This item asked the respondent to rank the top two sources of outreach services goals. Clearly, aside from a college policy of equity of services throughout the district (ranked 1st by 50% of the respondents), local community demand (ranked 1st by 32%, 2nd by 39%) was the only significant source of goals. Other groups which were perceived as influential in program planning were not relied upon in generating goals for outreach services.

Advisory Committees

One of the elements common to vocational programs (both on-campus and off-campus) was the use of advisory committees. For two reasons, data about advisory committees were difficult to gather: One, many institutions made use of the established on-campus advisory committees rather than special committees for outreach locations and programs. Thus the administrators interviewed by the AAVE staff did not always feel comfortable with the data they were providing. (At one institution, more than 100 advisory committees were in operation. The interview team gratefully respected the wishes of the administrators not to provide detailed information for each committee.) Two, perhaps because of unfamiliarity with the details of advisory committees, the administrators within a given institution sometimes provided contradictory information. Nonetheless, the data that were gathered gave some indication of how widely advisory committees were used, and some detail about their make-up, selection, and activities.

Both the local and program advisory committees were perceived by the administrators to have a comparatively high degree of influence on most of the program-planning elements. For the determination of both needs and courses, both kinds of advisory committees were seen as having at least some influence by more than 50% of the respondents. In all other areas, except for follow-up studies and teacher evaluation for the program committee, at least 25% of the respondents felt the committees had some influence.

In comparison, data from one item on the Occupational Course Survey reflected a somewhat lesser degree of importance attached to the advisory committees. The item asked how important various sources were in justifying courses. Forty-eight percent of the respondents indicated that suggestions from the local advisory committees were important--compared with the 67% who felt these committees had influence on the determination of courses, and the 70% who felt the program advisory committee had influence in this area. (These differences were unlikely to be statistically significant; they most likely represented differences in the intent of the items.)

Two other items from the Administrative Functions Survey reflected administrator's perceptions of the influence of advisory committees. One item asked respondents to rank the top three sources used in determining the need for adult occupational outreach locations. In this item, program advisory committees were ranked second or third by 33% of the respondents; (none ranked these committees first). Local advisory committees were ranked 1, 2, or 3 by 40% of the respondents. The other item asked for a ranking of the top two sources of outreach services goals. Advisory committee recommendations were not selected as one of the top two sources by any administrator.

One conclusion that can be drawn from these data is that while advisory committees were important sources of information and influence, they were not the most important sources.

Various types of advisory committees were in use in the 25 participating community college districts. Eighteen colleges indicated the presence of a district-wide committee; 21 indicated that there were local committees for outreach locations; 23 indicated program or course committees; 17 listed a combination (course and local) advisory committee; and 20 listed a Joint Apprenticeship and Training Council (JATC). For the most part, the director of vocational education was primarily the one who selected the members of the advisory committees. The two most notable exceptions were in the case of the combination committee, where slightly more respondents indicated that existing committee members chose the new members, and the JATC, whose composition was largely determined by state law. Although the vocational director seemed to be the one most often involved in the selection of advisory committee members, the data indicated that often several individuals and/or groups were involved in the selection. Existing advisory committee members, the college president, the dean of instruction, the instructor (in the case of program/course committees), and a combination of the vocational education or adult education director and an ad hoc committee--all were indicated as being involved in the selection of the committees, just not quite to the extent that the vocational director was.

All types of advisory committees were reported to meet one to four times per year by most of the respondents. In one instance, local advisory committees and the JATC were reported to meet nine or ten times per year. The term of membership on the advisory committees was reported to be (in approximately equal numbers of cases) one year, three years, or "varies." While these data gave some insight into the nature of advisory committees, they were not useful in categorizing administrative structures.

The composition of the advisory committees varied somewhat by the type of committee. Members of labor unions, for example, were not often involved in local advisory committees or in program committees for Health, Home Economics, or Marketing. School administrators were involved at the district and local levels but were not heavily involved in the program committees except for the Business & Office area. The teacher of a course was frequently involved in the program/course committees, but not the district or local ones. Members of service organizations were highly involved in the local committees, but rarely in any of the others. Parents were involved to a small degree in the district and local committees, but hardly at all in the program areas. The same pattern held true for students, although they were somewhat more heavily involved in the Business & Office and Health advisory committees. In sum, the composition of the advisory committee--as reported by the administrators--was appropriate to the type of committee.

Findings: Program Planning Practices

This section will explore specific aspects of program planning--policies, goal development, needs assessment, course development, facilities, staff, evaluation, long-range planning, and information as a decision-making resource.

Policies

According to the results from the Administrative Functions Survey, most of the input for policy development was seen to come from the board, the top-level administrators (president and deans), and the program coordinator. Secondary influence was seen from advisory committees and from local needs assessment data. The Administrative Functions Survey asked about three policies specifically related to vocational education and outreach areas. Sixty-nine percent of the respondents indicated that their college had a policy that all students were to be served in campus-based programs and in outreach services. (This figure included four instances in which respondents from the same institution disagreed. If the "yes" responses were correct, 80% of the colleges had such policies. If the "no" responses were correct, only 60% of the colleges had the policy.) Respondents at only two of the institutions reported a policy determining the relative proportion of preparatory to supplemental programs to be offered. One of these had a policy setting a 10% minimum for supplementary courses. The other set a 35% minimum and a 45% maximum for supplementary courses.

The final question on policy dealt with articulation of off-campus vocational courses with on-campus programs. Eighty percent of the colleges reported no written policy governing this area. One college indicated an unwritten general policy that 10% of off-campus courses were introductory to campus-based programs, and that 90% did not articulate with on-campus programs. Another institution had a similar (written) policy, but the figures were 25% introductory and 75% non-transferable. One institution's policy was that 100% of the off-campus credit courses were integral to campus-based programs. The responses from the other two institutions were more general--one saying that courses may or may not articulate, and the other noting that all off-campus courses were treated the same as on-campus ones. The fact that most institutions indicated no written policy governing articulation of off-campus courses with on-campus programs did not mean that the practice was for most off-campus courses to be readily transferable. The fact was, according to information from the Occupational Course Survey (see pg. 28 of this report), that at most institutions, unless the course was controlled by an academic department, it was not likely to articulate with the on-campus program. Many courses could be used as electives which could not be used to meet program requirements. In the final analysis, the department governing the program determined which courses could be applied toward meeting the requirements, and thus determined the degree of articulation.

Goals

Several questions from the Administrative Functions Survey dealt with goal development. The data were not entirely reliable because of contradictory responses given by individuals from the same institution and (occasionally) by the same individual. Despite this lack of reliability, some general trends could be observed.

Twenty-four percent of the respondents indicated that their institution had not formulated institutional goals providing outreach services. Only 10% of respondents indicated that goals had been developed specifically for occupational outreach.

Respondents were about evenly split between those who felt goals for occupational outreach had been placed in a goals hierarchy and those who did not (46% "yes;" 54% "no"). Respondents were also evenly split between those who thought outreach service goals were high in the institutional hierarchy of goals, and those who thought outreach was of middle priority in the institution's scheme of things. Only two respondents indicated they felt outreach was of low priority at their institutions.

College policy for equity of services throughout the district and local community demand were the two most frequently cited sources for outreach services goals. In fact of the nine possibilities, these were the only two which were ranked first or second by more than four individuals. College policy was ranked first by 14 respondents and second by 4; local demand was ranked first by 9 and second by 11.

One item on the Administrative Functions Survey asked for the sequence of steps taken in establishing outreach service goals. In terms of the total number of individuals selecting it, and the number selecting it as the first step, identification of district needs was the most important step. This was followed closely by the analysis of within-district equity, the identification of special group needs, and analysis of the costs (see Table 1-8).

TABLE 1-8

NUMBER OF RESPONDENTS USING SELECTED STEPS IN ESTABLISHING GOALS FOR OUTREACH SERVICES

Step	Total No. Using Step	No. Ranking Step First	Weighted Frequencies
Identification of district needs	20	11	181
Analysis of within-district equity of opportunity & access	15	5	129
Identification of special group needs	15	4	112
Analysis of costs	15	0	81
Prediction of total student enrollment numbers	14	1	106
Identification of alternate modes of serving target groups	14	1	82
Analysis of benefits & outcomes	11	0	69
Prediction of student enrollments by site	10	1	68
Prediction of student enrollments by program	9	1	66
Choice of preferred alternatives by decision makers	9	1	42

When the number of responses was weighted (i.e., 10 for each individual choosing that step as first, 9 if second, 8 if third, etc.) the relative importance of the various steps was seen. The rank ordering of the possible steps did not change significantly from the rank by total frequency to the rank by weighted frequency. The weightings seemed only to indicate that some were more significant overall than were others. The data as presented in the table do not reflect the fact that the use of site and program enrollment projections were rated highly by the few who used them. One can conclude from the responses on this item that certain steps were used by most of the respondents, that identification of district needs was the starting point more often than any other, and that some steps, while not frequently used, were nonetheless employed near the beginning of the process by those who did use them.

When asked to indicate which measurable outcomes were used to formulate goals, respondents from 16 colleges (64%) said that the number of student completions was one of the measurable outcomes used. Eleven (44%) used skill or competency levels; fourteen (56%) used meeting enrollment projections; and 12 (48%) indicated that equity of service to district sub-groups (minorities, specific towns, etc.) was a measurable outcome used to formulate goals. Two responses did not fit into the categories listed: The first was an "other" response which indicated that "skill requirements in a vocational area" was used as a measurable outcome. The other was an individual who indicated that no measurable outcomes were used in formulating goals. However, this contradicted what the other respondent from that institution had indicated.

The final item on the Administrative Functions Survey which was related to goal development asked if the institution had established a goal for the proportion of students in occupational courses to be serviced in outreach locations. Most respondents (representing 16 colleges) indicated that no such goal was extent. Of the remaining colleges, respondents at two indicated the presence of a goal of a maximum percentage to be served in outreach locations; respondents at two others indicated a minimum percentage to be served; and the remaining respondents commented on that type of goal or indicated some other type of goal--e.g., to increase the percentage served in the outreach areas.

Three general conclusions can be drawn from these data on goal development, despite questions about their reliability. First, formal written goals for occupational outreach had not been established at most institutions. Second, formal goals for outreach services generally were more common. Third, the fact that so many respondents answered items about goal development processes even when formal goals were not present could be interpreted to mean one or more of the following: that departmental (rather than institutional) goals had been established for occupation outreach; that it was not important to directors of outreach services to distinguish between outreach services generally and occupational outreach in particular, and thus they responded to the items as though they dealt with all outreach rather than just occupational outreach; and/or that informal goals for occupational outreach had been established at the level of department, program, and/or individual administrator. Hence responses may have been based on internalized but unwritten goals.

Despite sound administrative theory to the contrary, no evidence was gathered to indicate that the presence or absence of formal goals for vocational outreach had any positive or negative effect on the success of individual institutions' outreach effort.

Assessing Needs

Only three items on the Administrative Functions Survey dealt specifically with needs assessment. As indicated previously, the administrators responding to the questionnaire saw a broad range of input for establishing need (see Table 1-7, pg. 42). When asked to rank the top three ways in which needs were identified, the administrators indicated that needs identified by the administrators and board were the most used. Slightly more than 35% of the respondents ranked this choice as number 1, while a total of about 53% selected it as 1, 2, or 3. Community surveys were the most frequently ranked 1, 2, or 3 (by nearly 57% of the administrators) of the choices listed. (Table 1-9 provides details.) A related question on the Occupational Course Survey showed that 100% of the respondents felt that business and industry were important or very important in determining the need for courses; 92% indicated the importance of student demand and the requests of local people. Seventy percent found instructor suggestions important, while 52% noted the importance of worker group needs. Forty-eight percent found advisory committees important in justifying courses, and 40% said that community surveys were important. Enrollment capacity and employment forecasts were seen as important by only 16% of the respondents.

TABLE 1-9

NUMBER OF RESPONDENTS RANKING SELECTED WAYS OF DETERMINING NEEDS FOR ADULT OCCUPATIONAL OUTREACH COURSE LOCATIONS

Needs	Rank				
	1	2	3	Total	
	No.	No.	No.	No.	Percent
Observed by college administrators or board	11	3	2	16	53
Indicated by surveys of individual communities	6	4	7	17	57
Indicated by students	4	5	4	13	43
Observed by local community advisory committees	4	4	4	12	40
Indicated by business or industries	3	6	5	14	47
Observed by occ. program advisory committees	0	4	6	10	33
Indicated by general survey of dist. population	0	2	3	5	17
Indicated by surveys of special groups (handicapped, elderly, etc.)	0	2	1	3	10
Indicated by labor unions	0	1	1	2	7
Indicated by follow-up studies	0	0	1	1	3

The Administrative Functions Survey asked respondents to rank the methods used in prioritizing needs. One of these indicated that the college did not have to prioritize needs because there had been no shortage of money. Fifteen respondents (48%) indicated that their institution used the relationship of the need to district-wide employment trends as a basis of prioritizing needs; seven of these respondents indicated this as the most used basis. Two of the listed alternatives--relationship to demographic information and relationship to state-wide employment trends--were selected by ten individuals each. The Delphi-technique and relationship to class progressions were each selected by only six respondents, although half of those selecting the Delphi technique indicated it was the most used method for prioritizing needs. Cohort studies and time series regression techniques were each used by two respondents. Table 1-10 shows the various techniques and their relative popularity based on the number of respondents selecting them.

TABLE 1-10

RANKING OF NEED PRIORITIZATION METHODS BY FREQUENCY OF SELECTION

Method	Number Using	Number Indicating Most Used
Relationship to employment trends district-wide	15	7
Relationship to demographic information	10	1
Relationship to employment trends state-wide	10	1
Delphi technique	6	3
Relationship to class progressions	6	1
Time series regression techniques	2	0
Relationship to cohort studies	2	0
All other	7	7

The "other" category included three responses related to finance (available resources, money generation, and budget decisions based on negotiations between program areas and faculty), two related to enrollment (potential enrollment and post-student enrollment), one "intuitive judgment," and one "first come, first served till money runs out." It could be argued that the last method is more an indication that needs were not prioritized at that institution than an actual method.

The indication that demographic information was so widely used as a basis for prioritizing needs was surprising because elsewhere in the AAVE study, demographic data provided by census reports were found to be infrequently used. (See also the discussion of "Information as a Decision-Making Resource," pp. 66-78 of this report.) One explanation is that in this instance, demographic data meant primarily population. Many college administrators indicated informally to the AAVE staff that they had difficulty providing services to folks in rural areas for two principal reasons: One, resources were limited, and administrators naturally were inclined to put the money where the largest numbers of people could benefit--i.e., usually in the city in which the campus was located. Two, the mere fact that few people lived in the rural areas made it difficult to find enough students to meet minimum enrollments.

There was a marked contrast between Oregon and Washington in the use of employment trends as a means of prioritizing needs. Forty percent of the Oregon schools (4) and 62% of the Washington schools (8) used district-wide employment trends. State-wide trends were used by six Washington schools (46%) and only three in Oregon (30%). This disparity was found on other items in the various survey instruments which considered employment information. It may have reflected the relative trust which administrators in the two states put on the employment data with which they were provided. (More discussion of the use of employment data is in the section on "Information as a Decision-Making Resource," pg. 68 of this report.)

Determining Courses

As was true with the identification of needs, the process of selecting courses to meet those needs was perceived by administrators to involve input from a wide variety of sources (see Table 1-7, pg. 42). Somewhat less wide-spread influence was seen in the determining of schedules for courses, with major influence seen for only five of the influencers (the three deans, the program coordinator, and the students) by at least 25% of the respondents. A similar pattern was evident when it came to deciding the format for courses, with the instructor seen as having slightly more major influence than for scheduling, and the dean of instruction slightly less. Table 1-11 compares the perceived influence on determining schedules with the influence on determining format. As was indicated earlier (p. 23), most of the approximately 1200 vocational classes offered in 1976-77 in the outreach areas followed the traditional quarter-course format. The fact that administrators perceived business and labor groups to have at least some influence on both the question of format and the question of schedule reflected the wide-spread practice of letting a group--such as a business--which contracted for a specific course or courses determine to a large degree the schedule and format for that course.

When it came to the selection of instructional techniques, methods, and materials, however, the instructor was perceived to have by far the most significant influence, with very few other sources having much

TABLE 1-11

NUMBER OF RESPONDENTS PERCEIVING SELECTED INFLUENCERS AS HAVING "SOME" OR "A GREAT DEAL OF" INFLUENCE ON DETERMINING COURSE SCHEDULES AND FORMATS

Influencer	Schedule		Format	
	Total No. Perceiving Influence	%	Total No. Perceiving Influence	%
Board	1	3	1	3
President	4	12	3	9
Dean, Instruction	18	53	17	50
Dean, Occup. Ed.	19	56	22	65
Dean, Comm. Serv.	27	79	28	82
Program Coord.	28	82	29	85
Instructor	22	65	19	56
Students	17	50	17	50
Local Adv. Comm.	16	47	12	35
Program Adv. Comm.	15	44	14	41
State Adv. Council	2	6	3	9
Grange	2	6	1	3
Business & Industry	15	44	18	53
Labor Groups	14	41	17	50
School	9	26	5	15
Local Government	5	15	7	21
Community Groups	13	38	11	32
State Dept. of Ed.	0	0	3	9
State Coord. Agency	1	3	1	3
State Agency, Vo. Ed.	6	18	6	18
Needs Assess., Local	11	32	12	35
Needs Assess., Dist.	5	15	9	26
Employment Forecasts	4	12	2	6
Census Data	0	0	1	3

influence at all. The program coordinator was the only influencer perceived as having major influence by at least 25% of the respondents (in this case, 50%). The deans, the students, the local and program committees, and business and labor groups were all seen as influential by at least 25% of the respondents. This perception of influence was indicative of the fact that after outside consultation (e.g., with business, labor, community groups), final decision remained in the hands of persons with authority within the college. For courses with transferable credit, the academic departments often controlled the course content and the selection of the instructor. In fact, one respondent to this item on the Administrative Functions Survey wrote in the division chair as someone having major influence on techniques, methods, and materials. Course content and course design were areas not explicitly covered by this study, but it can be inferred from the data gathered that 1) for transferable credit courses, on-campus officials had primary control; 2) for often-repeated, non-credit types of classes, the instructor had the primary authority; and 3) where courses were developed for specific groups, those groups had major influence, if not control, over the course content and design.

Facilities

Both the survey data and the impressionistic data collected through interviews with administrators revealed that colleges generally experienced no major difficulties in obtaining the facilities and equipment needed to operate successful off-campus vocational programs. Finding enough students was a more significant problem than either finding facilities or equipment. (The administrators displayed a remarkable degree of ingenuity in locating facilities. Although the course was non-vocational in the sense used in this study, one administrator told of holding adult high school classes in a tavern--the only building in town large enough to hold the students.)

Administrators perceived a fairly broad range of influence on facilities decisions, with 12 of the influencers seen as having some input by at least 25% of the administrators responding to the survey. As with so many of the program planning elements, however, the major influence was perceived to be with the program coordinator, the three deans, and the instructor.

One part of the Administrative Functions Survey asked specific questions about the facilities currently used for vocational outreach and the need for additional facilities, equipment, and supplies. Because of the large number of outreach sites (at least 137 towns or cities--many of these with multiple locations), it was not feasible to collect detailed information on each site. Respondents were asked to generalize about their outreach sites; hence the data represented a composite picture of outreach facilities used by the 25 community colleges. One institution with 25 outreach locations provided information on six representative sites.

No more than three of the institutions owned outreach facilities. Most facilities were rented, although some were shared and about an equal number were borrowed. Classroom space was always used in the outreach areas. Technical laboratories were the next most frequently used, with administrative offices being used by 15 institutions, although not at all locations. The remaining facilities--library, media center, faculty offices, student center, theater/auditorium, and guidance offices--were rarely available in outreach locations. It should be noted that administrators indicated informally that they would naturally prefer to share or borrow facilities where possible.

Public school buildings were the primary source of facilities. This reflected the shared profession of the community colleges and the common schools, the fact that in many small communities schools were the most likely to have large enough spaces to hold classes, and the fact that such buildings cane already equipped. Next most common were the use of hospital and public buildings, followed by private buildings and business establishments. Three institutions indicated having mobile facilities. During informal discussions, several administrators reported their interest in pursuing the use of mobile classrooms and technical labs in the outreach areas.

Four questions on this part of the Administrative Functions Survey asked about needed additional facilities, equipment, and supplies. In no case did as many as 50% of the respondents (N=34) indicate that additional facilities, equipment, or supplies were either important or very important, and in no case did an many as 25% indicate the needs were very important. Table 1-12 gives the responses by major occupational subject category. The greatest need for facilities was seen in the areas of Health Occupations and Trade & Industrial Occupations (T & I). The need for additional equipment in the $200 to $1000 range was somewhat more pressing. Home Economics, T & I, and Business & Office were the major areas where need was perceived. For more expensive equipment, T & I had the most need, followed by Business & Office and Health. Additional supplies ($200 to $1000) were the least important, with T & I again leading the way.

TABLE 1-12

RESPONDENTS INDICATING NEEDED FACILITIES, EQUIPMENT, AND/OR SUPPLIES BY OCCUPATIONAL SUBJECT CATEGORY

Occupational Subject Category	Needs							
	Facilities		Equipment $200-1000		Equipment over $1000		Supplies $200-1000	
	No.	%	No.	%	No.	%	No.	%
Agriculture	7	21	9	26	10	29	10	29
Business & Office	13	38	16	47	13	38	9	26
Home Economics	10	29	15	44	11	32	12	35
Health	14	41	13	38	12	35	7	21
Merchandising	8	24	7	21	6	18	8	24
T & I	14	41	15	44	16	47	13	38
Technical	12	35	12	35	9	26	11	32

The fact that the need for additional equipment, facilities, and supplies was not as great as had been theorized should not be construed to mean that there was not need. Clearly, some programs at some locations were seen to be in great need. But the need was specific and could not be generalized. Nor could the need be used as a way of categorizing and/or evaluating programs.

Staff

The Occupational Staff Survey was used to gather data about the background, experiences and training needs of those who taught outreach occupational courses for the community colleges. Logically, the discussion of the results of this survey would come at this point in the report. However, because of the volume of detailed information it was felt that the discussion was more appropriately included as a separate section (see pg. 79).

Evaluation

The process of evaluating teachers of occupational outreach courses ranged from the non-existent to the highly structured and formal. For most institutions it involved getting some type of feedback from students in the classes. As adult educators are rather fond of saying, adults tend to vote behaviorally--i.e., if they do not like the class or the instructor, they leave. Failure of an instructor to maintain enrollment, then, was another method of evaluating the teaching. Only one question on the Administrative Functions Survey related to teacher evaluation. Very few groups or individuals were seen as being influential in teacher evaluation by the respondents. Only the deans, the program coordinator, the instructor, the students, and the local and program advisory committees were seen as having influence by more than 25% of the respondents. Of these, the program coordinator and dean of community services were seen as most influential, while the instructor and the advisory committees had the least influence.

Despite variations in the procedures for evaluating teaching, there was nearly universal commitment to excellence in instruction. In many institutions, administrators of off-campus programs told of their goal to offer better instruction in outreach than the student would get on campus. To this end, many institutions provided some sort of staff development program. Some were rather informal, but some were extensive and required. At least one institution had different salary steps for part-time faculty, based in large measure on the amount of additional training they received in improving instruction. On a related issue, the Occupational Staff Survey (see pp. 79-94 of this report) revealed that nearly half of the vocational instructors who responded felt the need for training in instructional techniques and materials.

Comparatively few individuals were seen by administrators as having much influence in program evaluation. The deans, program coordinator, instructor, students, and advisory committees were the primary influencers in this area. Business & industry was the only other influence source perceived as influential by at least 25% of the respondents.

When asked to indicate which of several criteria were used to determine benefits derived from outreach courses, respondents at 21 institutions (84%) selected both student satisfaction and employer satisfaction. Specific skill attainment was used at 19 colleges, number of course/program completions at 16, and attrition and placement rates each at 14 institutions. Community measures (four colleges), standardized achievement tests (two colleges), and income levels (two colleges) were little used. One institution used enrollment levels, while another used work units based on efficiency in determining benefits from its Farm management program.

Two items on the Administrative Functions Survey asked for those criteria used to measure the quality of vocational programs--one, concerned all programs, the other only outreach courses and programs. In every one of the shared criteria listed, more respondents indicated using them for all vocational programs than for occupational outreach courses or programs. Table 1-13 lists the criteria, ranked by the frequency of responses for all college occupational programs, and gives the frequencies for their use both in all programs and outreach occupational programs.

TABLE 1-13

NUMBER OF COLLEGES USING SELECTED CRITERIA FOR EVALUATING VOCATIONAL PROGRAMS

Criterion	No. Using For all Voc. Prog.	No. Using For Outreach Voc. Prog.
Placement rates	21	3
Peer group contacts	16	14
Teaching methods	16	12
Class size	15	11
Cooperative education/practicum experiences	13	6
Student-Faculty extracurricular contact	13	10
Counseling & guidance services	13	6
Grading & retention policies	12	10
Educational advisement	10	4
Lecture-discussion-lab orientation	9	5
Adequacy of non-instructional resources	9	7
Media use	7	4
Admissions requirement & standards	6	(not asked)
Other	16	18

The striking difference between the use of placement rates as a measure of quality for all vocational programs and for those in outreach areas can be explained in two ways: One, because only a small portion of the offerings in outreach areas were actual programs, placement rates were not an appropriate measure. Two, the criterion was inadvertently left off the list as a measure of outreach programs, and may thus not have occurred readily to the respondents. The three who did indicate using placement rates did so in the "other" category. (The "other" category in the table has been adjusted to reflect the fact that the three were included in the placement rates category).

One possible explanation for the generally lower number of responses on the criteria for evaluating outreach occupational programs and courses is that the nature of the offerings (usually single-course supplementary ones) and the nature of the clientele (usually adults who enrolled from choice) required that the outreach activities be evaluated more on measures of student satisfaction. In fact, 11 of the 18 "other" responses were related to student satisfaction: five student satisfaction, three attrition, two completion, and one formal student evaluation. Six of the "other" responses to the "all programs" item were related to student satisfaction.

The remaining "other" responses generally reflected who did the evaluation rather than the criteria--for example, "formal evaluation by committee," "follow-up advisory input," "program evaluation," "evaluation by instructors," "evaluation by advisory committee representatives," and "evaluation by administrators." Those criteria which were listed included the program and course objectives, employer satisfaction, continued employment, and job follow-up.

One aspect of the responses to these two items is not readily explainable by the information available to the AAVE staff. For the most part, respondents in Oregon checked more of the listed criteria than did their counterparts in Washington. The Washington respondents, on the other hand, listed far more "other" responces.

One of the traditional ways of gathering data for program evaluation--student satsifaction, employer satisfaction, placement rates, and the like--is through follow-up studies. Two items on the Administrative Functions Survey were designed to gather information about the use of follow-up studies. According to the respondents, five institutions --four in Oregon, one in Washington--did not conduct follow-up studies of outreach students. An additional five or six colleges did follow-up studies only infrequently because they were not required. Twelve of the colleges conducted these studies yearly in at least one of the program areas. Some of these institutions also did studies at six months, three years, and five years after the completion of the course or program. Although most of the institutions doing follow-up studies used locally-devised forms, two of the Oregon schools used a state form. The respondents indicated some variation among program areas as to the frequency of follow-up studies, but these differences seemed most often to reflect whether or not a particular institution offered courses in a given program area.

Relatively few individuals were seen as having influence in conducting follow-up studies. This may have been indicative both of administrative control of these activities and the fact that only about half of the institutions conducted such studies regularly. Of the 20 possible influencers, only 6 were seen to have influence by more than 25% of the respondents. In order of their degree of influence, these were the program coordinator (71%), the dean of community of education (59%), the dean of occupational education (53%), the instructor (47%), the dean of instruction (32%), and the local advisory committee (26%). Of the remaining 14 influence sources, only two had more than 12% response.

Long-Range Planning

The Administrative Functions Survey included a number of items requesting information on long-range planning--both in program planning and in fiscal planning. While the data were not entirely consistent, the responses can be generalized to give an overall view of long-range planning, even though details cannot be precise.

Approximately 18 of the colleges had some type of district-wide master plan, although not all of these were written. Most of the plans were for overall programs, some for vocational programs, and a very few specifically for vocational outreach. Thus district goals for outreach services were most often included in the overall master plan. Almost all of these plans had been revised since 1975 and approximately equal numbers were one-year, five-year, and 10-year plans. A few appeared to be three-year plans. According to the respondents, the following goals and priorities were included in the indicated percentage of the master plans:

Relationship to principal business and industries	72%
Relationship to principal groups within district communities	67%
New delivery systems for outreach services	44%
Relationship to principal unions	39%
New approaches to measuring student progress	28%
Adjusted relationship to state board or department of education	28%
Academic transfer	6%

All of those institutions with a master plan included overall enrollment projections in the long-range planning documents, according to the respondents. Approximately 89% included enrollment projections for occupational programs; 74% had enrollment projections for part-time students; 53% included projections for outreach sites; and 47% included enrollment projections for adult occupational students. Budget projections for individual outreach site locations were included in 26% of the documents, and criteria for outreach site location were in 21%. In the vast majority of cases, long-range planning did not include a forecast of the percentage of students who would articulate with four-year technical programs. This was true both for overall vocational program planning and for adult occupational outreach planning.

The data concerning fiscal planning for vocational outreach were also less than satisfactory for making firm, specific conclusions. Again, however, a general picture can be derived from an analysis of the information that was gathered.

In calculating costs for courses, approximately half the institutions differentiated by program; 35% to 40% of the colleges differentiated by site. Some did both. This held true for the following costs: classroom instruction, laboratory instruction, field activities, and cooperative education. Nearly one-fourth of the institutions did not differentiate either by program or by site. Slightly more than half the colleges used the average cost of each occupational program districtwide when calculating the average costs for each outreach site for a particular period of time. Thirty-six percent of the colleges used average cost per site for such calculations, while 16% used incremental costs ensured for each student added to a program. Other responses included FTE (full-time equivalent) cost of community education courses, and district-wide FTE costs. Three institutions did not calculate such costs.

Fifty-six percent of the colleges calculated expenditures by campus and occupational program, while 44% figured expenditures by campus and by outreach site. (Again, some did both). Somewhat more than one-fourth of the institutions did not make distinction by program or site.

According to the responses to the Administrative Functions Survey, occupational outreach course budgets were included in a number of other budgets. Sixty percent of the institutions included occupational outreach as part of the adult and continuing education budget, 44% as part of the general vocational budget, 40% as part of the general college budget, and 24% as part of the outreach site budget. This last finding reflected the fact that comparatively few outreach sites had their own budgets and the autonomy to spend money independently. One institution also included the occupational course budgets in the divisional budget.

Approximately half the institutions used total activity costs when making decisions to establish or terminate courses and when determining the cost-efficiency of outreach activities. Approximately the same number of institutions used quarter or semester data for these determinations. Although the items on the questionnaire dealing with these matters asked for only one response, the multiplicity of responses received indicated that more than one kind of cost and more than one kind of data were used in making the determinations. Average activity costs and incremental activity costs were each used by 20% of the institutions for making decisions to establish or curtail courses, according to the respondents. When determining cost-efficiency, these costs were used by 28% and 24% of the institutions respectively. Single and multi-year data were used by more than one-fourth of the institutions when making cost-efficiency determinations, but by 20% or fewer when making course-related decisions. (On another item, respondents from four institutions indicated using FTE costs as the basis for determining cost-efficiency.)

Nearly half the colleges used cost/benefit analysis to determine the cost-efficiency of outreach activities. Thirty-two percent of the colleges used "other" methods, most of which appeared to be variations of cost/benefit analysis. Two institutions did not determine cost-efficiency of outreach activities, according to the administrators who responded to the survey.

When asked what kinds of cost data they used in making a specific decision regarding program planning, 47% of the respondents said they used cost per FTE data, 37% used cost per student data, and 33% used cost per course data. When asked about the kinds of cost data they needed, however, 60% said they needed cost per student data, 53% needed cost per FTE data, and 50% needed cost per course data. These cost data were reported to be much less frequently needed or used by administrators in making decisions about facilities and/or personnel. It should be noted that the respondents were free to choose the decisions about which they were to supply information on the survey instrument. It is quite possible that other important decisions which these administrators made concerning adult occupational outreach were more (or less) dependent on cost data.

When evaluating alternative modes of providing services to outreach target groups, 92% of the institutions used college costs, 68% used student costs, 56% used cooperating agency costs (i.e., in-kind contributions), and 44% used community taxes. This last cost was more often used in Oregon than in Washington because Oregon institutions depended on local taxes for their support, whereas Washington schools received their support from the state level. It was clear from the responses that many institutions used several types of cost data in evaluating alternative modes of providing services.

It is difficult to summarize the data concerning the long-range and fiscal planning facets of the administration of adult vocational outreach programs. The data collected provided only partial, general pictures of these activities. Every institution did both long-range and fiscal planning in one degree or another, with a variety of data and decision-making techniques. The administrative practices thus identified undoubtedly affected the outreach effort, but the data could not support the association of any one practice with the success or failure of that effort.

Information as a Decision-Making Resource

Information--types, sources, and systems--played a major role in the Administrative Functions Survey. In fact, one major part of the survey dealt specifically with information systems. This portion of the report will detail some of the findings about the types of data used in various aspects of the administration of vocational outreach, the sources of these data, and the management information systems used at the institutions.

Types of Data. One series of items on the survey asked respondents to list important decisions--one each in program planning, facilities, and personnel--they had made in the past year which were related to adult vocational education. Respondents were then asked to indicate which of several types of information they used in making the decision and then to indicate which of those types of information they needed. One individual did not use information in making any of the decisions. Two others reported that they made decisions on the basis of "gut feelings" or "intuitive judgment." There was no evidence that these kinds of intuitive judgments produced lower quality decisions (or programs) than did those based on large amounts of quantifiable data. Nine different types of information were listed: admissions data, enrollments data, employment forecasts, socio-economic characteristics, course completion data, program completion/placement data, follow-up and evaluation data, needs assessment data, and staffing data. Each of these was broken down into local, district, and state-level information. In addition, three types of cost data were included: cost per student, cost per course, and cost per FTE. (Details on these and other cost data are included in the section on Long-Range Planning, pp. 62-65 of this report).

Not surprisingly, local data were the most widely used, district data came next, and state-level information was the least used. Table-1-14 shows the comparative amount of use of each of the three levels of information as reported by respondents for their program-planning decision. So little use was made of state-level data, in fact, that only state employment forecasts were used by as many as 25% of the respondents in making any of the three types of decisions (Table 1-15). For facilities and personnel decisions, no more than two individuals indicated using any

TABLE 1-14

NUMBER OF RESPONDENTS USING LOCAL, DISTRICT, AND STATE-LEVEL DATA FOR A PROGRAM-PLANNING DECISION

Data Type	Data Level					
	Local		District		State	
	No.	%	No.	%	No.	%
Needs Assessment	19	63	11	37	4	13
Student Enrollment	18	60	8	27	2	7
Employment Forecasts	18	60	13	43	9	30
Follow-up & Evaluation	18	60	9	30	7	23
Socio-economic Characteristics	17	57	9	30	5	17
Program Completion	14	47	4	13	6	20
Student Admissions	13	43	7	23	2	7
Course Completion	12	40	6	20	2	7
Staffing	7	23	9	30	2	7

TABLE 1-15

NUMBER OF RESPONDENTS USING STATE-LEVEL DATA FOR THREE TYPES OF DECISIONS

Data Type	Decision					
	Program Planning		Facilities		Personnel	
	No.	%	No.	%	No.	%
Employment forecasts	9	30	1	3	2	7
Follow-up evaluation	7	23	2	7	2	7
Program completion (placement)	6	20	2	7	1	3
Socio-economic characteristics	5	17	2	7	1	3
Needs assessment	4	13	1	3	1	3
Student admissions	2	7	2	7	1	3
Staffing	2	7	1	3	2	7
Student enrollment	2	7	1	3	1	3
Course completion	2	7	0	0	0	0

one kind of state-level information. Nor did administrators seem to feel the need for more state-level data. In only two instances did as many as two more respondents indicate the need for state data than indicated they used those data: Four administrators used state needs assessment data for their program-planning decisions--six said they needed it. No one indicated using state-wide course completion data for facilities decisions; two indicated the need for such information. There were some variations from state to state on the amount of state-level information used. In the 27 possible categories (3 decisions x 9 types of information), Idaho respondents indicated only six which were not used. Oregon respondents did not use state-level information in 13 of the possible instances. And Washington respondents indicated using state-level information in only six categories. In only two instances did more Washington respondents use state-level data more than did Oregon respondents. This result was noteworthy because Washington's community college system was a state-level system with strong state control and because Washington had a state management information system. Oregon's community college system, on the other hand, allowed for more local autonomy, and Oregon was--at the time the data were being collected--just in the process of developing a state-wide management information system.

For the program-planning decision, the most frequently used district-wide data were employment forecasts (43%); needs assessment (37%); socio-economic characteristics, follow-up and evaluation, and staffing (each 30%); and student enrollment (27%). Of the other possible categories, only staffing information for the personnel decision (33%) and enrollment data for the facilities decision (29%) were used by as many as 25% of the respondents. Administrators indicated that, by and large, they had the district-level data they needed.

Table 1-16 lists the types of local data and the percentages of respondents using them for each of the three decisions.

Despite the comparatively high degree of use of employment forecasts for making program-planning decisions (60%) for local data, 43% for district data, and 30% for state data, reponses in other areas of the Administrative Functions Survey and in the Occupational Course

TABLE 1-16

NUMBER OF RESPONDENTS USING TYPES OF LOCAL DATA FOR THREE CATEGORIES OF DECISIONS

Data Type	Decision					
	Program Planning		Facilities		Personnel	
	No.	%	No.	%	No.	%
Needs Assessment	19	63	13	43	11	37
Student Enrollment	18	60	17	57	10	33
Employment Forecasts	18	60	8	27	4	13
Follow-up and Evaluation	18	60	8	27	11	37
Socio-economic Characteristics	17	57	6	20	7	27
Program Completion	14	47	8	27	9	30
Student Admissions	13	43	11	37	8	27
Course Completion	12	40	10	33	9	30
Staffing	7	23	7	23	18	60

Survey indicated less usefulness of these data. Table 1-17 shows the relative influence which employment forecasts were felt to have on each of 10 program-planning areas. It should be noted that while 27% of the respondents used local employment forecasts (and 23% district-wide forecasts) for their facilities decisions, no administrators felt that employment forecasts had any influence in determining facilities (pg. 56). On the other hand, only 16% of the respondents on the Occupational Course Survey felt that employment data were important in justifying

TABLE 1-17

NUMBER OF RESPONDENTS PERCEIVING EMPLOYMENT FORECASTS AS HAVING "SOME" OR "A GREAT DEAL OF" INFLUENCE ON SELECTED PROGRAM-PLANNING ELEMENTS

Element	Number	Percent
Needs	17	50
Policies	9	26
Courses	11	32
Schedules	3	9
Format	2	6
Techniques, materials	0	0
Facilities	0	0
Program evaluation	0	0
Follow-up studies	0	0
Evaluation of instructors	0	0

occupational courses. When administrators were asked how their colleges prioritized needs, the largest group selected the relationship to employment trends district-wide as the most often used method. Several Oregon administrators indicated informally that employment forecasts were practically worthless in establishing need. In fact, no Oregon administrator indicated on this item that these data were important in justification for courses. Employment forecasts were used, however, for other planning purposes. Forty-four percent of the colleges were reported to use employment projections as a basis for making enrollment predictions for outreach sites. In addition, 47% of the administrators reported getting data from local employment services, compared with 20% who obtained data from state occupational forecasting information. Furthermore, these administrators felt they needed such local data for their program-planning decision (compared with 60% who actually used the data); 37% needed the data for their facilities decision (27% used it); and 23% wanted the data for their personnel decision, while only 13% actually used such data.

These sometimes contradictory findings can be explained in at least two ways: One, the intent of the survey items varied (one item might ask for perceptions; a related one for ranking; a third for frequency of use), so that inconsistent responses actually represented non-comparable data. Two, employment information was important in some cases (note the strong influence it was seen to have in establishing need, pg. 42), but it was useful only to the extent that administrators felt it to be accurate and appropriate for specific decisions. It can be inferred that administrators--especially in Oregon--would welcome more accurate local employment forecasts.

Sources of Data. Administrators were asked to rank the top five sources used in getting the data needed to make the decision listed. Table 1-18 shows the responses. Because of inconsistencies in the way the item was answered, it was only possible to show the number who ranked a particular source as first or second and all others who indicated using the source.

TABLE 1-18

NUMBER OF RESPONDENTS USING SELECTED SOURCES OF DATA FOR DECISION-MAKING PURPOSES

Source	No. ranking 1st or 2nd	All Others	Total	%
College admissions & enrollment reports	8	11	19	63
District needs assessment data (not compiled)	4	13	17	57
College management information system	4	8	12	40
Local employment service data	3	11	14	47
College placement data (not compiled)	3	9	12	40
District needs assessment reports	2	7	9	30
College admissions & enrollment records (not compiled)	2	6	8	27
Outreach site fiscal data	2	4	6	20
College fiscal data (not compiled)	1	10	11	37
College fiscal reports	1	7	8	27
State plan for vocational education	1	4	5	17
County or regional planning commission reports	1	3	4	13
State occupational forecasting information	0	6	6	20
State management information system	0	4	4	13
Census--published reports	0	3	3	10
State fiscal reports	0	1	1	3
Census tape data	0	0	0	0
Other sources	0	2	2	7

Needs assessment data were an important source of information for the administrators responding to this item (57%). This high level of use was borne out by responses to other items in the survey. Table 1-19 shows the perceived influence of two types of needs assessments--district and local--on each of 10 program-planning elements. As would be expected, the greatest influence came in the areas of establishing need and determining courses to be taught. Thirty-seven percent of the respondents used district needs assessment data for their program-planning decision

TABLE 1-19

NUMBER OF RESPONDENTS PERCEIVING TWO TYPES OF NEEDS ASSESSMENT AS HAVING "SOME" OR "A GREAT DEAL OF" INFLUENCE ON SELECTED PROGRAM-PLANNING ELEMENTS

	Needs Assessment Type			
	Local		District	
Element	Total No. Perceiving Influence	%	Total No. Perceiving Influence	%
Needs	24	71	18	53
Policies	14	41	9	27
Courses	22	65	15	44
Schedules	11	32	5	15
Format	12	35	9	26
Techniques, materials	6	18	7	21
Facilities	5	15	3	9
Program evaluation	1	3	1	3
Follow-up studies	1	3	0	0
Evaluation of instructors	0	0	0	0

(see pg. 67 of this report); 63% used local needs assessment data for that decision, while 83% percent felt they needed local needs assessment data. Needs assessment data were used by 68% of the colleges for making enrollment projections for outreach sites, but were used by only two institutions as one of the top two sources for outreach services goals. Fifty-seven percent of the respondents used surveys of individual communities as one of the top three sources for determining the need for outreach course locations, but only 17% named district surveys as one of the top three sources. In general, the respondents seemed to be indicating that needs assessments were valuable tools in determing needs and courses, and that the more specific the assessment was in terms of location, the more helpful it was as a planning aid.

Census data, on the other hand, were used very little as a planning tool. Only 10% of the respondents indicated using census data at all, and no one used the census computer tapes. Census studies were used by only four of the colleges in making enrollment projections for outreach sites. Table 1-20 shows how administrators perceived the influence of census data on various program-planning elements. In half the elements, these data were perceived to have no influence at all. Despite this fact, information which could have been found in the census report was used by administrators. Local socio-economic characteristics were used by 57% of the respondents for their program-planning decisions, and the relationship of needs to demographic characteristics was the second most frequently used method of prioritizing needs. Perhaps the most likely explanation is that the socio-economic characteristics and demographic information came from other data sources.

TABLE 1-20

NUMBER OF RESPONDENTS PERCEIVING CENSUS DATA AS HAVING "SOME" OR "A GREAT DEAL OF" INFLUENCE ON SELECTED PROGRAM-PLANNING ELEMENTS

Element	Total No. Perceiving Influence	%
Needs	7	21
Policies	6	18
Courses	6	18
Schedules	0	0
Format	1	3
Techniques, materials	2	6
Facilities	0	0
Program evaluation	0	0
Follow-up studies	0	0
Evaluation of instructors	0	0

Information Systems. Management information systems are intended to provide managers with the information needed to make sound decisions. Several items on the Administrative Functions Survey dealt with these systems. During site visits to community colleges, the AAVE staff members were shown a wide variety of kinds of systems, with a wide variety of kinds of information included. The systems ranged from the highly complex to the non-existent. This discussion will not attempt to evaluate those systems, or to elaborate on their content. (A sample page from part of one college's information system is included in Appendix H.) It will instead detail the responses to the relevant items on the Administrative Functions Survey.

Respondents at seven colleges (28%) indicated that there was no data information system. Table 1-21 lists six types of elements particularly pertinent to outreach planning which might be included in an institution's information system, and gives frequencies and percentages of the responses:

TABLE 1-21

NUMBER OF SCHOOLS INCLUDING SELECTED ELEMENTS IN INSTITUTION'S INFORMATION SYSTEM

	No. of Schools	Percent
Resources for outreach sites	10	40
Activities for outreach sites	11	44
Outcomes for outreach sites	10	40
Resources for individual occupational programs	13	52
Activities for individual occupational programs	11	44
Outcomes for individual occupational programs	13	52

There was not strict agreement as to whether the institution's informationsystem provided data appropriate for planning of outreach programs. Respondents at nine Washington colleges said "yes;" the other four said "no." In Oregon, however, there was internal disagreement at some of the institutions. The net result appeared to be that more felt the answer was "no" than "yes."

Nearly half the colleges used a locally-developed information classification system. Slightly more than a third used the state-devised system, and the remainder used the NCHEMS Program Classification Structure.

As was indicated earlier, Washington had a well-developed statewide management information system, and Oregon was in the process of devising one. It was interesting to note, therefore, that only 13% of the respondents indicated using the state-wide MIS as a source of data for decision-making. (Half of these were in Washington, the other half in Oregon.) In contrast, 37% of the respondents used their institutional information system as a data source.

The final section of the Administration Functions Survey was a series of statements (given below in italics) about management information systems to which the administrators were asked to respond on a five-point scale--from Strongly Agree to Strongly Disagree. The first five statements dealt with the availability of information.

> *"For the decisions I made this year regarding adult vocational education, the present management information system supplied most of the needed information."*

Thirty-nine percent agreed with this statement, and 48% disagreed; the rest had no opinion. Most of those who disagreed were from Washington. The results seemed to indicate a general, though by no means universal, dissatisfaction with current management information systems. (This seemed to contradict the earlier finding that a majority of respondents felt the present system provided information appropriate to the development and planning of outreach programs. The wording of the two items may have caused the discrepancy.)

> *"By and large, I had to dig to find the information I needed for decisions on adult vocational education."*

Fifty-eight percent agreed this statement; 30% disagreed. Twelve percent had no opinion. More than half the respondents thus found the management information system did not provide the needed information readily.

> *"One comprehensive management information system would (or does) provide most of the data for the decision-making needs of my job."*

The respondents seemed fairly evenly split on this item. Thirty-six percent agreed with the statement, while 42% disagreed. Twenty-one percent withheld judgment.

> *"A flexibly designed management information system, where certain parts of the decision system are fixed in advance while others are not, is needed for out college planning."*

About half the respondents (48%) agreed that this was so. Only 15% disagreed, but 37% had no opinion on the matter.

> *"The kinds of decisions to be made and the information needed to make them cannot be predicted in advance."*

Forty-two percent of the respondents agreed with this statement, indicating a suspicion of relying too heavily on specific types of data. On the other hand, 55% of the respondents did not agree with the statement.

Only one individual did not voice an opinion on this item.

The second part of this group of statements dealt with the use of information.

> *"A management information system should be useful only for routine decisions about operations in adult vocational education."*

Forty-two percent agreed with this limitation on an information system, while 52% felt such a system had more potential. Two individuals had no opinion on the matter.

> *"A management information system should be useful for policy analysis within our college."*

This statement won nearly universal support. Eighty-five percent of the respondents agreed, and only one person (3%) disagreed. The remainder withheld judgment.

> *"If our management staff keeps changing, our management information needs would not be adequately served by one on-going system."*

Only 12% of the administrators agreed with this statement, but only 39% disagreed. Nearly half the respondents did not have an opinion on this one. This lack of opinion could have been a result of respondents' feeling the item did not apply ("our management staff is not changing"), of their not being sure of the intent of the statement, or of their sincerely not knowing what effect a change in management would have on information needs.

> *"The present management information system helps us improve planning, evaluation, and management of adult vocational programs and courses."*

The respondents were evenly split on this item: sixteen people agreed, sixteen disagreed, and one had no opinion. There was no difference between Washington and Oregon respondents, except that more of the Washington respondents answered in the "strongly" categories. (While there were differences between states on several items, none was statistically significant.)

> *"The present management information system provides cost and resource information useful to college program planning for adult vocational education."*

Forty-eight percent agreed that such useful information was present. Thirty-six percent disagreed, and 15% did not have an opinion.

"All we need is automation of our present local college records system." This statement drew the assent of only 12% of the respondents, while 55% disagreed. One-third of the administrators did not voice an opinion.

> *"The information required by the state government on adult vocational education is also useful for program development, planning, and evaluation."*

Although the negative votes were outweighed by the positive ones by a factor of three to two, only one other item received as many "strongly disagree" responses as did this one. Twenty-one percent of the respondents were in this "strongly disagree" category, and a total of 30% disagreed with the statement. Still, 48% of the administrators surveyed agreed that the information provided to the state was also useful locally. Twenty-one percent had no opinion.

> *"Analysts in charge of the current management information system regularly solicit information on management research and data needs of local college users."*

Twenty-seven percent of the administrators agreed that this was so, but 39% disagreed, with many of those from Washington disagreeing strongly. One third of the administrators withheld judgment. The result--combined with informal impressions gathered during the site visits--suggests that many administrators had a strongly-felt need to have more input into the on-going modification of the information system. They felt that they could make better use of the system if it could be adjusted to better fit their information needs.

> *"A conceptual model is needed as a basis for management information system output."*

Most respondents (67%) agreed with the need for a conceptual model. Only 9% of the administrators disagreed with the statement, but nearly one-fourth did not have an opinion.

While responses to individual items may provide some insight into the feelings of these administrators about management information systems, it is difficult to draw any strong conclusions. It seems safe to say that most of the administrators would like to have had access to management information system that provided adequate and appropriate data for decision-making. Whether or not they were happy with the present system, however, seemed almost to be a matter of their personal philosophies of decision-making--and their decision-making "styles"--and their exposure to good or poorly-designed management information systems.

Findings: Occupational Staff Survey

Introduction

As part of the effort to identify administrative characteristics of various vocational programs, the AAVE project staff gathered data concerning those who taught occupational courses in outreach areas for community colleges. The instrument developed for this purpose was the Occupational Staff Survey, designed not only to provide a profile of the outreach instructors, but also to determine their personal needs for training in how to teach.

Survey preparation. The instrument was developed with a focus on project objectives and with influence from related research concerning the background and teacher training needs of vocational instructors. Items were developed and refined by the project staff and on-campus consultants, then reviewed and further refined by the Project Advisory Group (PAG). The instrument was also field tested by persons who had previously taught outreach vocational courses but were not part of the survey population. The Human Subjects Review Committee at WSU gave clearance to the instrument in its final form.

Data collection process. The survey population consisted of all instructors of vocational courses taught 20 miles or more from the college campus for all but one of the community colleges utilized in the study. The names and addresses of the instructors were either compiled by college personnel or made available to the visitation team during the on-site visitation to the campus. (One college was not included because the names of instructors were not supplied to the site visitation team.)

Survey instruments were mailed to recipients at their home addresses. Each questionnaire was accompanied by a cover letter from the instructor's community college president and a business reply envelope for returning the instrument to WSU. No follow-up procedures were used. (A sample cover letter is included in Appendix I.)

The demographic items on the survey included the sex, age, ethnic background, academic degree or diploma and occupational certification of the instructor. Related items referred to the instructor's experience: amount of work experience, type and amount of teaching experience, number of vocational courses taught, the number of the clock hours spent teaching these courses, and the identification and location of the courses taught during the 1976-77 school year. Questions were also asked about the instructor's appointment period, employment status, and other employment.

The need for teacher training was covered by related items which asked whether or not the instructor felt the need for such training and what topics should be included.

Data analysis. The Computing Center of Washington State University was used to process the data obtained in this study. The data were analyzed using the "Statistical Package for the Social Sciences." Two sub-programs were used: sub-program "frequencies" was used to obtain the frequency and percentage of repsponses to variables, and sub-program "cross-tabs" was used on selected variables to identify how responses on one variable compared with responses of the same individuals on another variable.

Results

The report of findings on the Occupational Staff Survey will roughly follow the format of the instrument, with some modification to group related findings together. Data will be presented in tabular or graphic format wherever appropriate in order to clarify and simplify the report. Two major categories of data will be used: demographic/background information and need for teacher training.

Demographic background information. A total of 296 surveys were returned, for a rate of 55.4% . In Idaho, the returns totaled 4, or 44.4%, For Oregon, the rate was 56.5%, with 118 returns, and for Washington, 53.5% and 169 returns.

The 296 respondents to the survey were categorized by the course(s) they taught, using the occupational categories of the Adult Vocational Interest Survey (see pg. 24). It was found that some categories were not represented at all, while others--such as Accounting, Bookkeeping, Metals & Other Materials (mostly Welding), First Aid, and Stenography/Secretarial--were frequently reported. Frequencies and percentage of response per occupational category are listed in Table 1-22 (see pg.82).

As is true for groups of vocational teachers in general, most of the instructors responding to the survey were male. In this case, 205 males and 91 females were represented, as shown in Table 1-23 (see pg. 83).

Respondents in the 30-39 year old age group were most numerous, followed by the 40-49 and 50-59 year old categories, which were about equally represented. The frequencies and percentages for each category are represented below in Table 1-24 (see pg. 83). One explanation of these results is that 30-39 year old represented the group who were old enough to be established in their profession or occupation, but young enough that they were perhaps most interested in the extra income of the part-time instructor.

Reflecting the dominant race of the populations in all three states, the respondents were predominantly caucasian. The only other categories represented were American Indian and Black. Details are given in Table 1-25 (see pg. 83).

The largest percentage of respondents reported that their highest degree was a bachelor's. Next most frequent were those with a high school diploma or GED. In descending order of frequency were the master's degree, professional degree, associate degree, doctorate, and no degree or diploma. The distribution of returns by highest degree is given in Table 1-26 (see pg. 84).

Of the 296 total responses, only 49 instructors indicated that they were not certified, licensed, or registered by any agency. Most were certified by their state and/or community college. Other respondents reported that they were certified, licensed, or registered by their professional organization or by another agency or organization. Multiple

TABLE 1-22

OCCUPATIONAL TEACHERS BY COURSE TAUGHT

Course Taught	Frequency	Percent
Farm management	4	1.4
Livestock	3	1.0
Ornamental horticulture	2	0.7
Other agriculture	1	0.3
Accounting & bookkeeping	34	11.5
Filing, office machines, clerical	6	2.0
Small business management	1	0.3
Stenography, secretarial & related	23	7.8
Supervision & administration	6	2.0
Other business & office	7	2.4
Medical laboratory specialties	2	0.7
Nursing	9	3.0
Other health occupations	12	4.1
Child & family care	1	0.3
Clothing & textiles	1	0.3
Consumerism	1	0.3
Foods & nutrition	1	0.3
Other home economics occupation	1	0.3
Cashiering & checking	1	0.3
Finance & credit	1	0.3
Food, lodging, tourism	1	0.3
Real estate, insurance	17	5.7
Electric/electronic technologies	2	0.7
Engineering technologies	3	1.0
Environmental technologies	1	0.3
Other technologies	3	1.0
Aircraft maintenance, operation & ground operation	2	0.7
Auto & small engine mechanics	8	2.7
Construction trades	9	3.0
Cottage industries	6	2.0
Fire science	6	2.0
Graphics, drafting, photography	5	1.7
Heavy equipment maintenance/operation	2	0.7
Law enforcement	6	2.0
Metals & other materials	27	9.1
Upholstery & textiles	11	3.7
Other trade & industrial occupations	4	1.4
Miscellaneous occupations	66	22.3
Total	296	100.0

TABLE 1-23

OCCUPATIONAL TEACHERS BY SEX

Sex	Frequency	Percent
Female	91	30.7
Male	205	69.3
Total	296	100.0

TABLE 1-24

OCCUPATIONAL TEACHERS BY AGE

Age (years)	Frequency	Percent
20-29	37	12.5
30-39	120	40.7
40-49	63	21.4
50-59	59	20.0
60+	16	5.4
0	1	Missing
Total	296	100.0

TABLE 1-25

OCCUPATIONAL TEACHERS BY RACE

Race	Frequency	Percent
American Indian	7	2.4
Black	1	0.3
Caucasian	286	97.3
No response	2	Missing
Total	296	100.0

TABLE 1-26

OCCUPATIONAL TEACHERS BY HIGHEST DEGREE

Degree/Diploma	Frequency	Percent
High school/GED	77	26.0
Associate	18	6.1
Bachelor's	105	35.5
Master's	59	19.9
Educ. Specialist	1	0.3
Doctorate	7	2.4
Professional	26	8.8
No response	3	1.0
Total	296	100.0

responses, indicating certification by more than one agency or organization, were not uncommon (394 responses for 296 respondents). Cummulative frequencies and percentages are given in Table 1-27.

TABLE 1-27

OCCUPATIONAL TEACHERS BY TYPE OF CERTIFICATION

Type of Certification	Frequency	Pct of Responses	Pct of Cases
Community College	120	30.5	41.7
State	122	31.0	42.4
Apprenticeship	12	3.0	4.2
Professional Organization	57	14.5	19.8
Other	34	8.6	11.8
No Response	49	12.4	17.0
Total	394	100.0	136.8

More than 90% of the respondents reported having more than two years of non-teaching working experience. On the other end of the scale, nearly 5% of the respondents reported none or less than one year of work experience related to the occupational course they taught. The percentage and frequency of work experience responses is found in Table 1-28.

TABLE 1-28

OCCUPATIONAL TEACHERS BY AMOUNT OF WORK EXPERIENCE

Work Experience (yrs.)	Frequency	Percent
Less than 1	10	3.4
1-2	13	4.4
2-5	87	29.5
6-10	64	21.7
More than 10	117	39.7
None	4	1.4
No response	1	Missing
Total	296	100.0

Most instructors responding to the survey indicated previous teaching experience at the community level or "other" teaching experiences, such as tutoring or private teaching, teaching for a government or private agency, teaching in a business or industry training program, teaching in a vocational school or apprenticeship program, or teaching inservice or professional development courses. Many respondents reported more than one type of experience. Further detail about the type of teaching experience reported is given in Table 1-29.

TABLE 1-29

OCCUPATIONAL TEACHERS BY TYPE OF TEACHING EXPERIENCE

Type of Teaching Experience	Frequency	Pct of Responses	Pct of Cases
Practice teaching/internship	49	9.6	16.6
Secondary teaching	108	21.1	36.5
Elementary teaching	23	4.5	7.8
Community college teaching	132	25.7	44.6
4-year college or university teaching	32	6.2	10.8
Private school teaching	20	3.9	6.8
Military teaching	34	6.6	11.5
Other teaching	89	17.3	30.1
No teaching	26	5.1	8.8
Total	513	100.0	173.3

More than three-fourths of the respondents had two or more years of teaching experience prior to the 1976-77 school year. Of those, the greatest number had from two-five years of experience. The frequencies and percentages of responses to the amount of teaching experience is given in Table 1-30.

TABLE 1-30

OCCUPATIONAL TEACHERS BY AMOUNT OF TEACHING EXPERIENCE

Teaching Experience (years)	Frequency	Percent
Less than 1	25	8.5
1-2	31	10.5
2-5	95	32.2
6-10	59	20.0
More than 10	68	23.1
None	17	5.8
No response	1	Missing
Total	296	100.0

The number of off-campus vocational courses taught prior to the 1976-77 year is reported in Table 1-31. More than two-thirds of the instructors reported three or fewer courses taught for that period.

TABLE 1-31

OCCUPATIONAL TEACHERS BY PRIOR VOCATIONAL COURSES TAUGHT

Number of Vocational Courses Taught prior to Sept. 1976	Frequency	Percent
None	93	31.7
1-3	107	36.5
4-6	39	13.3
7-9	12	4.1
10 or more	42	14.3
0	3	Missing
Total	296	100.0

The predominantly part-time nature of the target population was confirmed by the number of clock hours reported taught in off-campus vocational courses for the community college. More than 95% reported 359 hours or less for the year under study. All responses are summarized in Table 1-32.

Table 1-32

OCCUPATIONAL TEACHERS BY NUMBER OF CLOCK HOURS TAUGHT OFF-CAMPUS 1976-77

Categories of Clock Hours	Frequency	Percent
179 or less	241	83.7
180-359 hours	34	11.8
360-539 hours	5	1.7
540-719 hours	1	0.3
720-899 hours	1	0.3
1080 hours or more	6	2.1
No response	8	Missing
Total	296	100.0

In addition, more than 90% classified their employment with the community college as "part-time [5]," as indicated in Table 1-33.

Table 1-33

OCCUPATIONAL TEACHERS BY EMPLOYMENT CLASSIFICATION

Employment Classification	Frequency	Percent
Full-time	22	7.4
Part-time	274	92.6
Total	296	100.0

---

[5] A large majority of instructors reported that they held another job in addition to teaching for the community college, as indicated in Table 1-34.

TABLE 1-34

OCCUPATIONAL TEACHERS BY OTHER EMPLOYMENT

Do You Hold Another Job?	Frequency	Percent
Yes	240	81.9
No	53	18.1
No Response	3	Missing
Total	296	100.0

Not only were the outreach vocational instructional positions generally part-time in nature, they were also temporary in most cases, The majority of the responds classified their appointment period as "term (e.g. reappointed each quarter or semester)." The next highest response category was "irregular (i.e., less than one term--seminars, workshops)." The details of all responses are found in Table 1-35.

TABLE 1-35

OCCUPATIONAL TEACHERS BY APPOINTMENT CLASSIFICATION

Type of Appointment	Frequency	Percent
Full Year	31	10.6
Academic Year	22	7.5
Term	180	61.6
Irregular	41	14.0
Uncertain	18	6.2
No Response	4	Missing
Total	296	100.0

In a large majority of the cases, this other employment was full-time in nature, as indicated in Table 1-36.

TABLE 1-36

OCCUPATIONAL TEACHERS BY CLASSIFICATION OF OTHER EMPLOYMENT

Classification of Employment	Frequency	Percent
Full-time	214	88.8
Part-time	27	11.2
No response	55	Missing
Total	296	100.0

The type of other employment reported most often by the respondents was non-teaching in nature, either with public or private agency or in another non-teaching position. Table 1-37 summarizes the type of other employment by frequency and percentage.

TABLE 1-37

OCCUPATIONAL TEACHERS BY NATURE OF OTHER EMPLOYMENT

Nature of Other Employment	Frequency	Pct of Responses	Pct of Cases
Teaching at the K-12 level	69	26.6	28.4
Teaching in another community college	1	0.4	0.4
Teaching in a four year college or university	4	1.5	1.6
Other teaching	22	8.5	9.1
Non-teaching public agency	46	17.8	18.9
Non-teaching, private agency or business	74	28.6	30.5
Other non-teaching	43	16.6	17.7
Total	259	100.0	106.6

When asked to describe their employment with the community college, the highest percentage of instructors chose "special interest" as the best description. The next most frequent responses were "secondary employment" and "civic contribution." The lowest response category was "other," but the descriptions specified were revealing. They included: "enjoy teaching," "enjoy the supplemental income," "opportunity to help others in my field," "contribution to my profession," and "chance to keep on top professionally."

The response categories, summarized by frequency and percentage, are presented in Table 1-38.

TABLE 1-38

OCCUPATIONAL TEACHERS BY DESCRIPTION OF COLLEGE EMPLOYMENT

Description of College Employment	Frequency	Pct of Responses	Pct of Cases
Primary employment	36	10.3	12.5
Secondary employment	97	27.9	33.8
Civic contribution	79	22.7	27.5
Special interest	118	33.9	41.1
Other description	18	5.2	6.3
Total	348	100.0	121.3

Need for teacher training. Slightly over half of the respondents indicated that they felt no need for training in the methods and materials of instruction (see Table 1-39). However, when compared with the respondent's other employment, the percentages were more revealing. Those whose other employment was other than teaching felt the need for teacher training more often than their teacher counterparts. Furthermore, that group of instructors employed elsewhere in non-teaching positions represented more than half of the total respondents. Table 1-40 presents the crosstabulations comparing the need for teacher training with the respondent's other employment.

TABLE 1-39

OCCUPATIONAL TEACHERS BY NEED FOR INSTRUCTIONAL TRAINING

Need for Instructional Training	Frequency	Percent
Yes	131	46.3
No	151	53.4
No Response	14	Missing
Total	296	100.0

TABLE 1-40

OCCUPATIONAL TEACHERS' NEED FOR TRAINING BY NATURE OF OTHER EMPLOYMENT

Type of Other Employment	Need for Instructional Training frequency (percent)	
	Yes	No
Teaching at K-12 level	22 (32.4%)	46 (67.6%)
Teaching at another community college	1 (100.0%)	0 (0.0%)
Teaching at a 4-year institution	1 (25.0%)	3 (75.0%)
Other teaching	7 (31.8%)	15 (68.2%)
Non-teaching, public agency	30 (69.8%)	13 (30.2%)
Non-teaching, private agency or business	37 (52.1%)	34 (47.9%)
Other non-teaching	15 (38.5%)	24 (61.5%)
Total	113	135

When compared with the respondent's highest degree, the need for teacher training was expressed by the majority of those with a high school diploma, associate degree, education specialty, and no degree or diploma, representing just over a third of the total respondents. The majority of instructors in the other degree categories indicated no need for such training. This information is found in Table 1-41.

TABLE 1-41

OCCUPATIONAL TEACHERS' NEED FOR TRAINING BY HIGHEST DEGREE

Highest Degree	Need for Instructional Training frequency (percent)	
	Yes	No
High school/GED	42 (58.3%)	30 (41.7%)
Associate	12 (70.6%)	5 (29.4%)
Bachelor's	43 (42.6%)	58 (57.4%)
Master's	17 (30.4%)	39 (69.6%)
Education specialist	1 (100.0%)	0 (0.0%)
Doctorate	3 (42.9%)	4 (57.1%)
Professional	12 (46.2%)	14 (53.8%)
No degree or diploma	2 (66.7%)	1 (33.3%)
Total	132	151

Table 1-42 compares the need for teacher training with the type of teaching experience reported by the instructor. The majority of those with practice teaching, military or "other" teaching experiences, or no teaching experience expressed a need for teacher training. More than half of those with public or private teaching experience or post-secondary teaching experience indicated no need for such training.

TABLE 1-42

OCCUPATIONAL TEACHERS' NEED FOR TRAINING BY TYPE OF TEACHING EXPERIENCE

Type of Teaching Experience	Need for Instructional Training frequency (percent)	
	Yes	No
Practice teaching/internship	27 (56.3%)	21 (43.8%)
Secondary	34 (32.4%)	71 (67.6%)
Elementary	5 (22.7%)	17 (77.3%)
Community college	59 (47.2%)	66 (52.8%)
4-year college/university	9 (28.1%)	23 (71.9%)
Private school	8 (40.0%)	12 (60.0%)
Military	20 (58.8%)	14 (41.2%)
Other	49 (56.3%)	38 (43.7%)
No response	13 (56.5%)	10 (43.5%)
Total	224	272

Another comparison was made between the amount of teaching experience reported by the instructors and their expressed need for teacher training (Table 1-43).

TABLE 1-43

OCCUPATIONAL TEACHERS' NEED FOR TRAINING
BY AMOUNT OF TEACHING EXPERIENCE

Amount of Teaching Experience	Need for Instructional Training frequency (percent)	
	Yes	No
Less than 1 year	16 (69.6%)	7 (30.4%)
1 but less than 2 years	12 (42.9%)	16 (57.1%)
2-5 years	43 (45.7%)	51 (54.3%)
6-10 years	30 (54.5%)	25 (45.5%)
More than 10 years	20 (29.9%)	47 (70.1%)
No experience	11 (68.8%)	5 (31.3%)
Total	132	151

More than half of the teachers with 6-10 years of experience and nearly 70% of those with less than one year of experience--representing together more than 50% of all respondents--indicated a need for training.

Specific needs for teacher training were identified by those who indicated a need for such training, and in some cases by those who did not indicate the need. The topic identified in most cases was "Applying What Is Known About How People Learn To The Way We Teach." Another that was frequently circled was "Developing and Using Individualized Instructional Materials." The frequency and percentage of each response is detailed in Table 1-44.

TABLE 1-44

OCCUPATIONAL TEACHERS BY SPECIFIC NEEDS FOR TRAINING

Topics for Teacher Training	Frequency	Pct of Responses	Pct of Cases
Writing learning objectives for students	44	7.9	18.2
Developing audio-visual self-study materials	71	12.7	29.3
Applying what is known about how people learn to the way we teach	89	16.0	36.8
Evaluating the effectiveness of various methods of teaching	76	13.6	31.4
Applying research findings on teaching and learning	24	4.3	9.9
Developing programs for disadvantaged students (slow learners & other learning problems)	45	8.1	18.6
Dealing with different learning rates of students	75	13.5	31.0
Developing & using individualized instructional materials	85	15.3	35.1
Other (specify)	14	2.5	5.8
No Response	34	6.1	14.0
Total	557	100.0	230.2

Although the question was not asked at each college, many administrators interviewed said they would welcome the development of transportable materials which could be used to provide instruction on teaching techniques. A few said that such instruction was already available for their teachers--but even many of those administrators stated they felt a need for additional teacher training materials.

Findings: Demographic Variables

Preliminary analysis of the relationship between the kinds of courses offered and the demographic variables was undertaken, recognizing the limitations in the use of census-derived demographic data (see pg. 21). It quickly became apparent that while demography probably had some influence on the courses offered, (e.g., nurses took Nursing courses; police took Law Enforcement; bankers took Banking), other factors were much more important. Certain types of courses--Welding, Cottage Industries, First Aid/EMT, Bookkeeping, Secretarial--were offered in a large majority of outreach locations, some of which were similar in demographic variables, but among which there was a great deal of variation. Perhaps the most important factor affecting programming was not the types of people but their numbers. A course with a minimum enrollment requirement of ten was much more difficult to fill in a town of 1000 people than it would have been in one of 10,000. Many outreach communities were substantially smaller than 1000. In a small community, the minimum enrollment for a single course might thus have been anywhere from 1% to 20% of the adult population. In a major metropolitan area, on the other hand, 10 people may have represented a thousandth of a percent (.001%) of the population. One administrator noted that in many small towns, it was extremely difficult even to find a night on which to hold the course: "Weekends are out; Monday night's football; Tuesday's lodge night; Wednesday's bowling; and someone comes visiting on Thursday."

One demographic feature which did affect the type of course offered was age. Results from the Adult Vocational Interest Survey, but particularly from the telephone follow-up associated with that survey, revealed a large population of elderly and/or retired persons who indicated that they felt they were too old for anything related to education, especially vocational education. Here again, though the impact was not on the types of vocational courses but on whether or not any vocational courses were offered at all. It was found that a larger number of returns would have been necessary for the correlation of demographic variables with the types of courses requested by respondents to be statistically valid. As with the actual courses offered, however, the course requests were primarily in areas which were not specific to any particular geographical area or demographic group--Accounting, Small Business Management, Real Estate/Insurance, Construction Trades, and Automobile/Small Engine Repair were the most requested courses.

It had been the intent of the project to discover the degree of association between the types of courses offered and the demographic features of the community. Although this was not possible due to the lack of appropriately detailed demographic information, the staff remains convinced of the usefulness of demographic data as a means of tentatively identifying potential target groups for adult vocational education programming. The limitations of the demographic data available for small areas, and the effect of small populations on whether a course could be held, combined to prevent the kind of sophisticated decision-making and enrollment-prediction scheme that had been envisioned from being achieved within the scope of this project. It is suggested that research towards such a scheme be conducted within a limited area, preferably metropolitan, where sufficient numbers of people reside so that sampling procedures would produce statistically valid results. If demographic influence were isolated, it would then be possible to use this knowledge to study rural areas to see the relative influence of demographic characteristics and small populations on course offerings.

Subobjective 1.3

> Develop generalized composite groupings of programs on the basis of identified administrative, curricular, and demographic characteristics.

For several reasons this subobjective was found to be less useful than originally anticipated. First, the project eventually focused on courses, rather than programs, and the number of courses involved was considerable. Second, the demographic characteristics were not used for categorization, since the available data were found to be inappropriate for this purpose. Third, administrative patterns and practices were found to be college- or state-specific, rather than course-specific. As a result, the grouping of courses by administrative characteristics was not feasible.

While grouping by various characteristics was not done, the curricular and administrative characteristics were identified and analyzed as reported under subobjective 1.2

CHAPTER 2

Objective Two: The research team will, through needs assessment instruments, assess the adult vocational education needs of a sample of non-metropolitan communities within the selected college service areas.

Introduction

Objective 2 focused on the adult vocational education needs of the outreach communities served by the 25 community colleges participating in the AAVE study in Idaho, Oregon, and Washington.

The presentation of this chapter includes survey instrument development, internal and external review, pilot testing, sample selection, data collection procedures, review of the findings, and limitations of the survey instrument.

Subobjective 2.1

Identify and select appropriate needs assessment instruments in major sub-areas of adult vocational education.

Procedures

Survey Instrument Development

The instrument grew out of an intensive literature search of recent studies in adult and adult vocational education. Particular attention was given to constructing instruments to achieve commonality of terms and data categories for all instruments used in the study. Appropriate format and content were initially structured from existing survey forms that were used to survey adult vocational participants. From these efforts a draft form was developed and reviewed internally by project staff to determine whether the goals of the study were addressed and whether uniformity was achieved across all instruments used in the investigation. Once these tasks were completed, copies of draft instruments were mailed to the Project Advisory Group (PAG) identified for the study by the participating state agencies and community colleges. A conference line telephone procedure was used for this external review. Input was also received via mailed sample instruments or site visitations from all 25 community colleges. Recommendations for modification were evaluated in terms of the project objectives and clarification of the questionnaire items. Additional internal review by Washington State University faculty was done to insure ease of data tabulation and appropriate readability level. The final review prior to pilot testing was conducted by the WSU Human Subjects Review Panel to guarantee the rights of the individual.

Pilot Test

A pilot site was selected and permission granted by the president of the identified community college. A sample of 100 residences were randomly selected from towns that appeared typical of the types of communities in outreach areas 20 miles or more from the main community college campuses in the study area. The distance selected represented the criteria established by the research proposal. A telephone follow-up was used, which increased the return rate approximately 100%.

No significant changes were made in the instrument due to the pilot survey. The pilot test, however, did allow project staff to refine sampling techniques, modify and refine telephone follow-up procedures, and develop a format for communication with community college public relations staff to foster desired assistance from each of the participating community colleges.

Subobjective 2.2

> To draw a ten percent sample of communities beyond commuting distance to central campuses from (a) urbanized counties; (b) less urbanized counties; and (c) totally rural counties.

Procedures

Sample Selection

The proposal called for a 10% sample of communities beyond commuting distance to central campuses from a) urbanized counties; b) less urbanized counties; and c) totally rural counties. The distances were initially identified by placing a twenty mile circle on scaled maps of each community college. Then distances were further refined by 1) calculating driving distance on existing roads; and 2) varification by adult and continuing education or vocational administrators on each of the community college campuses during site visits conducted for other portions of the study.

It was decided that a sample from each college's entire outreach area would provide a more appropriate set of data. The sample was kept down so that telephone follow-up could be used to increase the return rate. The sample was randomly drawn from telephone directories in outreach communities; the number drawn from each book was determined by the proportion of the entire outreach population represented by the population of the particular community.

Subobjective 2.3

To conduct a needs assessment in those sample communities.

Procedures

The instruments--printed with a bright orange cover--were coded by project staff for community college, county, and census division, and then addressed and mailed with enclosed business reply envelopes to be returned to Washington State University. The instruments were accompanied by a cover letter, printed on the appropriate college's letterhead and signed by the college president or other top official. (A copy of the cover letter is included in Appendix J; a copy of the instrument is in Appendix A.)

Each college was provided with a sample set of news releases about the survey and the project. First releases were to be given to the local media at about the time the survey was to be mailed. A second release was to provide a reminder to participants who had not returned their surveys. (A copy of the sample set of news releases is included in Appendix K.)

The dates of mass mailings to each community college attendance area were carefully noted to determine when telephone follow-ups were to begin. A team of people were hired by the project and trained to use a set of precedures when contacts by phone were made. The returned survey instruments were filed by using the code on each instrument, and records were updated to keep a tally of returns.

At a predetermined date, the needs assessment instruments' data were tabulated and analyzed. The responses on the survey forms were grouped by item category, percent of responses, and percent of cases; where appropriate, cross-tabulations were employed to meet objectives of the study. In addition to providing the cover letter and local media coverage, the colleges cooperated in the needs assessment by 1) identifying the geographic areas they had surveyed recently; 2) indicating any unique characteristics of their service district that might affect the needs assessment procedure; and 3) initially reviewing the instrument during its development and making constructive suggestions that helped insure the comprehensiveness of the survey instrument.

Findings

Introduction

Replies to the Adult Vocational Interest Survey were received from 1,354 out of approximately 6,680 residences contacted. This report contains the findings processed by computer especially for this study.

Characteristics of the Respondents

Eighty-three percent of the respondents were married, and 44% were female. Approximately 4% each of the respondents were American Indian, Asian-American, or Spanish/Chicano, and the others were Caucasian. Twenty-eight percent had no children, 56% had one or three children, 18% had four or more, and 2% did not respond.

More than 31% of the respondents were age 34 or younger, 49% were age 35-54, and 28% were age 55 and over. Forty percent of the respondents reported a family income in 1976 of less than $12,000, 38% reported incomes between $12,000 and $24,999, and 12% reported a family income of $25,000 or over. Ten percent did not respond. Fifty-five percent perceived the family income as adequate enough so they were comfortable and had the average luxuries. Slightly over one-fourth (28%) indicated they had the basics but not many luxuries, but 7%

indicated they usually had trouble making ends meet. Ten percent indicated they were able to afford quite a few luxuries. One-half (50%) did not respond. Twenty-eight percent owned one automobile, while nearly 50% had two, and 20.4% had three or more. Only 1.7% of the respondents had no automobiles.

Of all respondents, 9% had not graduated from high school. Thirty-four percent of the respondents had completed high school, and 50% had attended college; 7% had completed some other post secondary education. When asked how many close relatives had any education or training beyond high school, nearly one-fifth had indicated none. Nearly two-fifths (39%) indicated one or two, 28% indicated three or four, and 7% indicated five or six; approximately 10% indicated six or more.

Of all respondents, 69% were employed in a paying job, and of these, one-fifth were self-employed. Of those respondents not employed in a paying job, about 44% were homemakers, 34% were retired, and 10% were involved in further training. Data presented in Table 2-1 show the type of jobs held by respondents working at a paying job. One can see that one-fourth of the gainfully employed respondents were in professional or technical jobs.

TABLE 2-1

RESPONDENTS BY TYPE OF JOB

Type of Job	Percent
Clerical (bookkeeper, bank teller, secretary, etc.)	10.4
Craftsman (mechanic, machinist, cabinetmaker, heavy equipment operator, etc.)	14.7
Farm laborer or farm foreman	2.2
Farmer or farm manager	10.3
Operative (gas station attendant, welder, parts assembler, etc.)	1.1
Other laborer	8.2
Other manager or administrator	10.6
Private household worker (maid, gardener, butler, etc.)	0.3
Professional or technical (doctor, teacher, engineer, etc.)	25.2
Sales worker (insurance, real estate, wholesale, etc.)	8.4
Service worker (police, fire, food service worker, etc.)	6.4
Transport operator (bus, truck, taxi driver, etc.)	2.1
Other type of job	0.1

The results revealed that citizens who responded to this study were predominantly married, Caucasian, middle aged (35-54) persons with one or more children and with a family income between $12,000 and $24,999. Most perceived their family income as adequate to give the average luxuries and provide comfort. Most owned two or more automobiles, had pursued education beyond high school, and had more than three relatives who had education beyond high school. Most were employed in a paying job, and of these, one-fourth were in professional or technical jobs. Respondents were from the better educated, higher income, and middle aged segments of the population.

Vocational Courses Wanted

Although the rate of return on the survey was perhaps higher than usually expected for rural areas, the actual number of requests for any one of the 55 vocational subjects listed proved to be insufficient for drawing firm conclusions about the kinds of vocational courses in which rural adults were willing to invest their time and money. Still, the figures give some idea of where the survey respondents' interests lay.

More than 100 respondents indicated willingness to enroll in courses in each of the following vocational subjects:

TABLE 2-2

REQUESTS FOR VOCATIONAL SUBJECTS

Subject	Requests
Small Business Management	169
Accounting & Bookkeeping	158
Real Estate, Insurance	137
Construction Trades	135
Auto & Small Eng. Repair	124
Foods & Nutrition	109
Forestry/Forest Technologies	109
Cottage Industries/ Small-scale Crafts	102

In all, nearly 78% of the respondents indicated a willingness to take courses in the Trades & Industrial Occupations area. The Business &

Office Occupations area drew requests from almost 54% of the respondents. Thirty-seven percent wanted courses in both the Agricultural and Technical Occupations categories. Courses in the Marketing & Distribution Occupations area were requested by approximately 31% of the respondents. Twenty-eight percent of the respondents expressed an interest in Home Economics Occupations classes, while the Health Occupations area drew requests from nearly 24% of the respondents.

Guidance and Counseling Services Likely to Be Used

When asked to indicate the types of guidance and counseling they would be likely to use, 80% of the respondents identified one or more types. Percentages of these responses are shown in Table 2-3 both by percent of all respondents and by percent of only those respondents replying to this question. As respondents could identify more than one service, percentages may sum to more than 100.

TABLE 2-3

TYPES OF GUIDANCE AND COUNSELING SERVICES LIKELY TO BE USED

Type of Counseling or Guidance Service	Percentages	
	All Respondents	Respondents to the Question
Choosing courses to accommodate interests and abilities and finding location of offering	38.2	65.4
Help get credit for non-school experience	17.8	30.5
Help with personal problems	5.6	9.6
Help with career choices	10.9	18.7
Financial help for college	7.6	13
Help in locating a new job	10.6	17.8
Student activities for fun	8.3	14.2

Observing the data, one can see that over one-half (55%) of all respondents and nearly two-thirds (65%) of those answering this question indicated they would be most likely to use help in choosing courses to fit their interest and abilities and in finding where they are offered. Of all respondents, 18% would be likely to use help in getting credit for work they have done and other things they have done outside of school. Help in locating a new job and with career choices were each of interest to 11% of all respondents. About one-tenth of all respondents would be interested in help in finding money to go to college and in activities in which they could join with other students for fun. Only 6% of all respondents indicated they would be likely to use help with personal problems or some other type of service.

Reasons Why Respondents Would Take An Adult Education Course

Responses were aked to indicate one or more reasons why they would take an adult education course. Data presented in Table 2-4 indicate the reasons by percent of respondents selecting each. The largest group, 47%, indicated they would take an adult education course for a hobby or fun. More than 42% said they wanted vocational courses to perform better in their present job, and 29.4% would use courses to prepare for a new job. Since respondents were able to select more than one reason, percentages sum to more than 100. Only 11.2% indicated no interest in taking an adult education course.

TABLE 2-4

REASONS FOR TAKING AN ADULT EDUCATION CLASS

Reason	Percent of All Respondents
Train for a new job	29.4
Upgrade present job skills	42.3
For hobby or fun	47.8
Help complete the first two years of a 4-year college program	6.0
For upper division or graduate level courses	8.9
High school completion or basic education	2.6
Not interested in taking adult education courses	11.2

Conditions Under Which Previous Adult Education Courses Were Taken

Over two-thirds (69%) of the respondents had taken adult education courses. Thirteen percent of all respondents had taken courses to train for a new job, and 29% took courses to upgrade present job skills. Forty-one percent had taken a special interest course; 4% had taken courses to help them complete the first two years of a 4-year college degree program. Since respondents could indicate more than one type of course taken, figures sum to more than 100%.

Of all respondents, 28% had taken an adult education course on a community college campus, and approximately 34% had taken a course at a local high school building. Of all respondents, 11% had taken correspondence courses, on-the-job training, or courses at a private school or college campus. Eleven percent had taken courses at a state college or a local government building.

Twenty-eight percent of all respondents had taken an adult education course since September 1976. Respondents were asked how many hours per week they spent in connection with taking an adult education course (travel, in class, studying, etc.). One-third (33.1%) devoted 1-4 hours, 32% devoted 5-8 hours, and 18% devoted 9-16 hours per week. Slightly less than 5% devoted 17-24 hours, and 12% devoted more time.

Evaluations of Existing Educational Conditions

Respondents were asked to describe the numerical adequacy of adult education courses offered within easy driving distance. Forty-three percent indicated there were very few or no courses offered within that distance, 38% indicated some courses were offered, and only 11% indicated lots of different courses were offered. Two percent did not respond. Nearly four-fifths (79%) thought the cost was fair and most people could afford it. Sixteen percent did not know about the cost. Three percent believed the cost was too much for most people, and 2% failed to respond.

When asked how well the courses offered by the community college fit the needs of people in their area, percentages of respondents gave the answers as shown below:

Very well	10.9	Poor	8.1
Good	24.6	Not at all	.8
Okay	21.8	Don't know	33.8

About 9% of the respondents believed the extent to which courses offered by the college fit the needs of people was poor or non-existent. More than one-third (35.5%) believed there was a good fit or that the courses fit very well. Slightly over one-fifth (22%) thought the fit was "okay," and others either didn't know or did not respond.

When asked what people in their area thought about the job their community college was doing, respondents gave the following answers:

Excellent	6.7%	Not very good	6.5%
Very good	32.8%	Poor	1.3%
Okay	44.3%	Don't know	8.4%

Approximately 8% thought the job being done was not very good or poor. Forty-four percent thought it was okay, and nearly 40% indicated it was very good or excellent. Nearly 10% didn't know or did not respond.

Respondents were asked how well they thought the schools and colleges in their area worked together. Approximately one-half (47%) did not know. Two percent thought that sometimes the schools and colleges seemed to offer the same courses, and 4% indicated they all seemed to be doing the same thing. Twenty percent believed the schools and colleges worked together fairly well, while 27% thought they cooperated well or fairly well.

Conditions Under Which Additional Adult Education Courses Would Be Taken

Eighteen percent of all respondents indicated they would devote four hours or less per week for their education, 41% would spend 5-8 hours, and 24% would spend 9-16 hours weekly. Seventeen percent indicated they would spend over 16 hours weekly, and 18% did not respond.

Forty-eight percent of all respondents indicated the furthest distance they would travel to take a course was 20 miles or less; of these, 12% would not travel more than 10 miles. Twenty-seven percent indicated they would travel between 21 and 30 miles, 6% indicated they would travel 31-40 miles, and 6% indicated they would drive 41 or more miles. Thirteen percent did not respond.

Thirty-four percent of all respondents indicated they would be willing to pay $20 or less for a course; 24% would pay $21-$30; and 23%

would pay $31-$50. Eighteen percent would pay over $50, and 11% did not respond. Of the persons responding, about two-thirds would pay $30 or less and about one-third would pay more than $30.

Respondents were asked to indicate one or more seasons of the year that would be the best time for them to take classes. Nearly 50% selected the Fall and nearly two-thirds indicated the Spring. Eleven percent chose the Summer, and 62% identified the Winter. As far as time of day was concerned, the best time to take classes was evenings for 74%. Nearly one-fifth (18%) selected afternoons, 24% indicated mornings, and 16% picked weekends.

Twenty-five percent of all respondents indicated they did not care what kind of a grading system was used, but 45% would prefer the conventional letter grade system. It is important to note that most outreach courses in the three-state investigation were non-graded courses. Seventeen percent would prefer a pass-fail system, and 13% would choose a non-graded (non-credit) system. About one-half (49%) of the respondents indicated they would be willing to spend more than two weeks but less than three months on one course, but to another 26% the length of time a course would be taught did not matter. Twelve percent would spend three months to one year on one course if necessary. Eight percent would spend six days to two weeks, while 2% would spend three days or less on one course; 3% did not respond.

When asked why they would choose one location over another to take an adult education course, 45% indicated convenience and 39% indicated because the course they wanted was offered at a given location. Thirteen percent cited reasonable cost, and others did not respond.

Thus, most respondents indicated that conditions under which adult education courses would be taken would include classes in convenient locations, not more than 30 miles from their residence, at a cost of $30 or less, offered in the evenings during the Fall or Spring seasons, for a period of more than two weeks but less than three months.

Subobjective 2.4

To assess the adequacy of adult vocational education programs offered by colleges according to the needs assessment samples.

Procedures

Limitation of the Needs Assessment

Due to the fact that out of 6,680 questionnaires mailed there were only 1,354 cases in all three states that responded, it was not possible to draw conclusions about the adequacy of adult vocational education programs by community colleges or as a whole. (See Appendix E for the number of people requesting each type of course.)

The description of the general characteristics and interest of selected residents given under Subobjective 2.3 does, however, give the adult and continuing education and vocational administrators a general picture as to the interests and characteristics of the clients and potential clientele.

Fifty percent of the respondents who indicated they had participated in adult education did not complete the final portion of the questionnaire, dealing with the types and locations of such courses. The information provided by those persons who did complete it did not tell enough to allow the project staff to make any generalizations about participants in adult vocational programs or about course emphasis. (See Appendix E for the number of respondents taking each type of course in the last five years.)

CHAPTER 3

Objective 3: The research team, utilizing the selected random sample communities, will identify adult vocational education programs available through other public and private agencies and assess (a) articulation between these agencies and the colleges, (b) the areas of program overlap or program need, (c) the collaborative program planning between the colleges and these agencies.

Subobjective 3.1

Identify other agencies offering programs in sample communities.

Subobjective 3.2

Gain program, articulation, and planning information from agencies.

Introduction

For a number of reasons, it was found necessary to modify these and the remaining subobjectives (3.3 and 3.4):

One, the needs assessment instrument was administered in most communities in the study area rather than to a 10% sample, as had originally been intended.

Two, as was indicated in the first chapter, the project focused on courses rather than programs.

Three, the number of communities involved was larger than could be adequately investigated within the scope of the AAVE project.

Four, preliminary investigation had revealed that the number of courses was probably even greater than had first been anticipated. For example, a 1976 study in Idaho revealed that more than 5,200 courses offerings for adults had been provided by 141 separate organizations during that year. Even assuming that fewer than half (perhaps 2,000) of these were vocational, and that only 15% (roughly the area's portion of the state's population) of the vocational ones were offered within the study area, at least 300 additional courses would have had to be studied in Idaho alone. Were the same ratios of courses to population constant for Oregon and Washington, an additional 1900 courses would have been target for investigation in these two states.

Modified subobjective 3.1

> To identify those types of agencies, organizations, or institutions which are providing adult vocational education in the rural areas included in this project.

Procedures

The information for the entire objective was collected through the interviews with community college administrators, through state departments of education, through other adult educators with knowledge about the offerings in the target areas, and--to a limited degree--through the Adult Vocational Interest Survey.

Findings

Public Schools

Public schools were important for adult vocational education in Idaho because they had the state mandate and money to provide adult education to individual communities. Because of the way the community college systems in Washington and Oregon developed, the community colleges in these states had major responsibility for adult education. It should be noted, however, that because so much of the community colleges' adult education effort was carried on through the public schools many participants were reported to have mistakenly believed the public schools to be the sponsor.

Governments

Local, county, state, and federal government agencies all offered adult vocational courses in various locations throughout the study area.

Four-year Colleges and Universities

The four-year institutions offered extension courses in some areas, but these courses were typically although not exclusively continuing education for professionals (in-service training).

Cooperative Extension Service

Cooperative Extension operated extensively in the target areas. For the most part, these organizations stressed agriculture and home economics. However, the Cooperative Extension Service was preparing to offer assistance and training to community groups in process facilitation and leadership development.

Proprietary Schools

Proprietary schools of various kinds operated in many of the cities in which AAVE participating colleges were located. Except for perhaps two outreach locations, however, the community college administrators did not perceive these schools to be active in the nonmetro areas which were being studied. Logically, proprietary schools would be expected to concentrate their efforts on locations where there were substantial numbers of people. These schools were known to be in business in two of the largest cities considered to be outreach locations for purposes of the AAVE study: Olympia, in Centralia Community College district, and Bellingham, in Whatcom Community College district. (Both cities are in Washington.)

Correspondence Courses

Many of the four-year institutions offered courses by correspondence. Oregon had a centralized catalog of correspondence courses available through the State Department of Education. College credit was offered for some of the courses through various ones of the institutions. There was no practical way of identifying the proprietary correspondence courses available. Nearly 6% of the respondents on the Adult Vocational Interest Survey who had taken vocational courses in the past year had done so through correspondence, TV, and/or home study.

In-House Training

Conceivably, one of the largest categories of adult vocational education offered in the outreach areas was various training programs offered by employers--government agencies, private businesses and industries, public schools, professional organizations, unions, and so on. Whether through formal or informal on-the-job training or through actual training courses, almost all organizations/agencies/businessess must train their employees--either in introductory skills or in continuing, in-service education. Some of this training (including some union apprenticeship programs) is provided by community colleges; some by other outside organizations, agencies, or institutions. But a great deal is carried on strictly internally.

Subobjective 3.3

> Compare data from 3.1 and 3.2 with needs assessment and college program information.

Since 3.1 and 3.2 were changed, this subobjective was dropped, and two new ones were added:

> "To identify the kinds of agencies or institutions with which the community colleges cooperate in providing adult vocational education in areas and to assess the degree of cooperation."
>
> "To identify those kinds of agencies or organizations with which the community colleges feel they are competing, and the specific program areas where the competition is felt."

Findings

Cooperation

In response to the Occupational Course Survey, most college administrators indicated a high degree of cooperation with whatever other organizations were operating in a given area. This cooperation included primarily facilities and staff. The extent to which the colleges cooperated with other agencies in program planning was not entirely clear, perhaps because the question was not specifically asked. One college reported working with the Cooperative Extension Service to provide a series of classes. Another college reported two vocational programs which shared with a public vocational institute.

The success of these cooperative ventures could not be readily assessed. In some instances, administrators reported less than enthusiastic cooperation from specific individuals in specific locations.

These appeared to be exceptions, however, and most of the administrators did not indicate any real problems in this area.

Competition

While there were probably locations where community college outreach courses were in direct competition with other groups for the same small supply of students (and where courses therefore overlapped, and services were duplicated), the community college administrators did not indicate perceiving competition, overlapping of programs, or duplication of services as significant problems. By far the biggest difficulty for these administrators was finding enough people to meet minimum enrollment requirements for courses.

Two cautions should be noted, however: 1) while the information was obtained informally, there was indication that some of the public school personnel in Washington did not share college administrators' positive perceptions about the degree of cooperation and the lack of competition in adult education; and 2) many Washington community college administrators indicated being fearful of competition from a proposed expansion of the state's public vocational-technical institutes (connected with common school districts) into areas which have heretofore been served by the community colleges.

Subobjective 3.4

> Draw conclusions and formulate policy recommendations based on above findings.
>
> The modified subobjective: to draw conclusions from the above findings, and to make recommendations for policies, programs, and/or further research.

Because of the general nature of the findings, no further conclusions were drawn, but two recommendations for further research were made:

1. A descriptive study of the specific organizations other than community colleges offering adult vocational education in the area encompassed in the AAVE project, and the courses which these organizations offered would be

useful in broadening the knowledge of adult vocational education in rural areas, and providing a general picture of categorical offerings and attendant subject matter.

2. A study of the perceptions of both community college administrators and administrators in other organizations involved in offering adult vocational education in outreach areas would help to clarify the degree of cooperation and/or competition involved.

CHAPTER 4

OBJECTIVE 4: To identify, analyze, and disseminate information regarding those innovative and effective approaches utilized by community colleges in providing adult vocational education to rural and remote areas.

Introduction

As the project developed, it became apparent that the effectiveness of various approaches to adult vocational outreach was dependent in large part on the individual people and institutions involved. As a result, the AAVE staff concentrated on identifying those non-administrative factors (see also Chapt. 1, pg. 29) which seemed generally to prevent adult vocational classes in outreach areas from "making"--i.e., from meeting minimum enrollment requirements. Four such factors were identified: 1) the size of the population of a given community or area; 2) the general age of the population; 3) people's knowledge about the college and its programs or courses; and 4) the distance from the community to the college campus.

Procedures

This objective was approached by analyzing all pertinent information available to the AAVE staff--from a survey of relevant literature census reports, data collection instruments, and interviews with administrators.

Findings

Size

Although approximately three-quarters of a million people lived in the outreach areas studied in this project, most of them lived in relatively small communities. Only five of the 137 sites where adult vocational education offerings were identified had more than 10,000 people, according to the 1970 census. These five communities--four in Washington and one in Oregon--accounted for nearly 12% of the outreach population in the study area. (Two other Oregon cities served through a contract service agreement by one of the colleges had populations greater than 10,000 in 1970. However, community college adult vocational courses were not identified at either location.) As was indicated in the discussion of demographic variables in the first chapter, size of the population was a critical factor in determining whether or not many courses actually would "make"--i.e., whether minimum enrollments would be met. Statistically, the larger population there is to draw from, the more readily a course might attract at least the minimum enrollment. In a town with 500 adults, a course would have to enroll 2% of the adult population to meet a minimum enrollment of 10. Many communities in the outreach areas had far fewer than 500 adults.

One of the ways in which community colleges met the challenge of small populations was to offer more than one class under the same instructor in the same evening. For example, a qualified instructor might teach Typing I, II, and III simultaneously, with perhaps five students enrolled in the beginning course, three in the intermediate course, and two in the advanced course. In this way, three different classes--none of which would be successful[1] if offered alone--could be provided for small numbers of students. This procedure was successful in courses such as Typing, where the students spent most of their time in independent work. Various types of Welding were also frequently offered in this multi-class format. The format may not have been appropriate for classes requiring discussion, lecture, or other forms of group work.

Even though community size was clearly an important factor in the success of the outreach efforts, the real impact of size could not be fully determined. Research is needed to discover the relationship between community size and the ability of that community to support adult courses. Conceivably, some small communities support such programming better than do some larger communities. Research into the "accessibility" or "drawing power" of individual communities would assist adult education planners in determining which of competing alternative sites might be the most likely to attract the largest numbers of program participants.

---

[1] For the purposes of this chapter, "successful" classes were those that attracted at least minimum enrollments.

Age

Without doubt, the age of the population in the outreach areas was another major factor affecting the ability of the community colleges to provide adult vocational education classes. The significance of age was brought home most clearly by responses to the Adult Vocational Interest Survey. Of those who were telephoned during the follow-up to the pilot test, at least 20% said that they were too old for education and thus were not interested in the survey (or thought the staff would not be interested in their opinions). Many of these were retired, and a few were in their late 70s or early 80s. Similar kinds of comments were written on many of the questionnaires which were returned unanswered. One typical remark: "I am 82, retired, and not interested." Again, during a comprehensive telephone follow-up on the regular survey, many people expressed the idea that they were too old for vocational education (or for that matter, too old for any education).

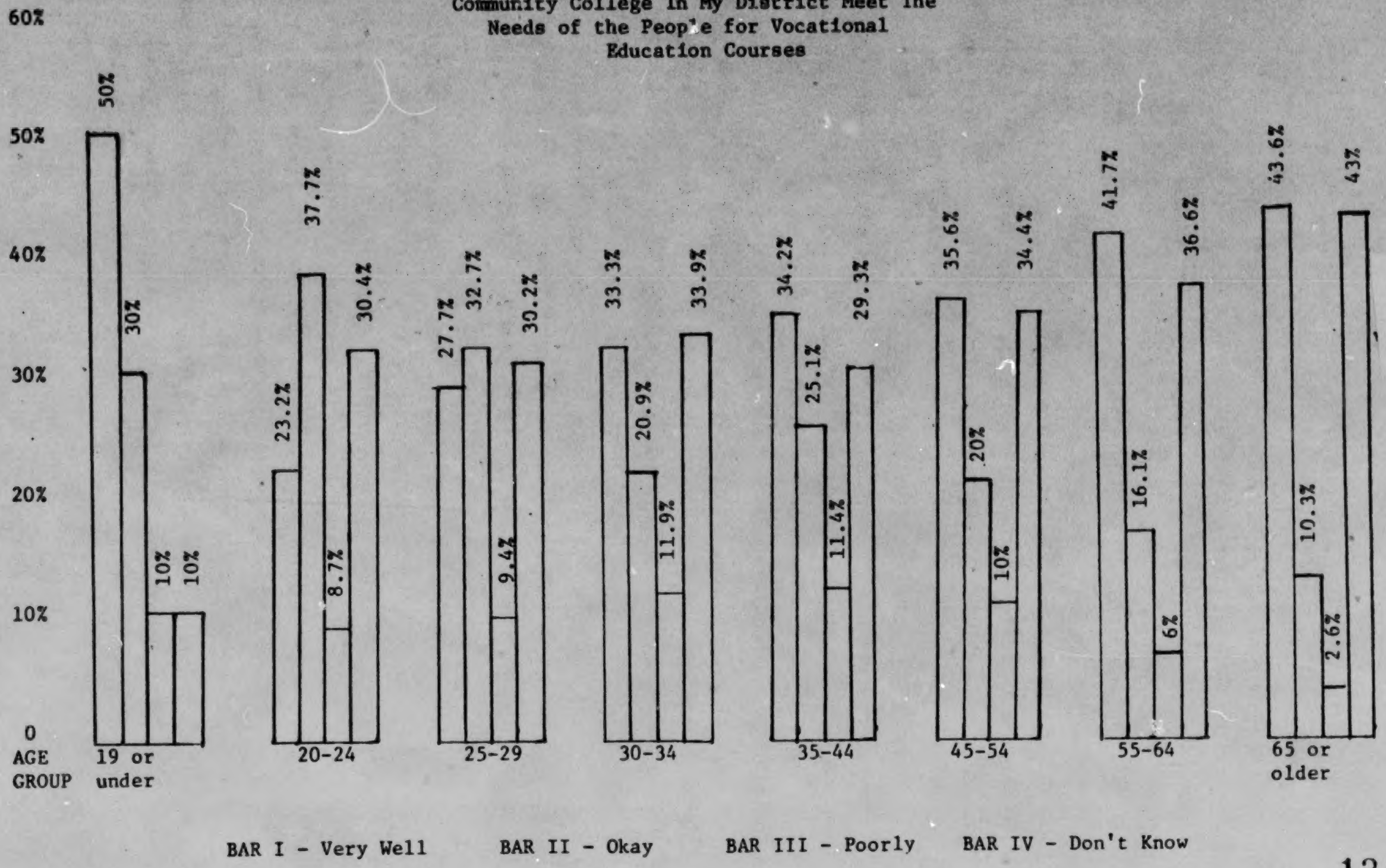
Nearly 34% of the respondents to the survey were at least 55 years old--19.4% were 55-64 and 14.5% were 65 or older. Slightly more than 10.5% of all respondents said they were retired. This represented 34% of those who said they were not employed.

Age was clearly a factor affecting responses to the item which asked how well the vocational courses offered by the community college met the needs of the people in the district. The 65-and-older group gave both the largest percentage of "very well" responses (discounting the very small number of 19-or-younger respondents) and the largest percentage of "don't know" responses (see Figure 4-1).

The generally high median age of the outreach population can be illustrated through an admittedly dramatic, but not atypical, example from a Washington community college district. The median age of the population in the cnesus division in which the campus was located was 27.3 for males and 31.2 for females (1970 figures). In the second largest outreach site (population 2,596), the median age for men was 38.1 and the median age for women was 42.2. The rural farm population of the county in which this outreach site was located had a median age of 44.2 for men and 50.7 for women. (Rural areas, according to definitions used for the census, were those with fewer than 2,500 residents. A farm, for census

Figure 4-1

How Well Do Vocational Courses Offered By The Community College In My District Meet The Needs of the People for Vocational Education Courses



purposes, was any land holding of more than 10 acres which produced at least $500 of income the preceding year.) The point is that the high proportion of older people in these communities and rural areas limited the potential for vocational courses' attracting minimum enrollments.

Knowledge About Community College

Data from studies in Florida (Dobson & Edwards, 1971) and California (McCuen, 1977) have indicated that despite major efforts to inform the public about the community colleges and their programs, many people simply were not aware of either the colleges or the programs. In the California study, for example, half of those questioned could not name even one of the nine colleges in the Los Angeles College system. This general lack of knowledge about community colleges and their programs was seen to be another factor affecting the ability of the community colleges involved in the AAVE study to provide vocational education to adults in rural areas.

The public awareness problem was revealed in a number of areas of the AAVE data. Although over 90% of the respondents on the Adult Vocational Interest Survey indicated that they knew what people in their area thought of the job the community college was doing, more than one-third did not know how well the college's vocational offering met the vocational education needs of the people in the district. Nearly half the respondents did not know how well the college seemed to work with the other (public) schools in the area. While it would be difficult to demonstrate empirically from the data available, impressions gathered from telephone follow-up and written comments on the survey indicated a surprising lack of knowledge about the nature of vocational training and the ability of the community college to serve more than just the traditional college age group. Many people made comments to this effect: "We don't have any kids that age anymore, so nobody here would be interested." One particularly antagonistic respondent wrote that he was not going to fill out the survey: "I am opposed to all forms of higher learning teaching these punks how not to work."

Perhaps even more critical in terms of meeting minimum enrollments was that publicity about courses sometimes seemed to go unnoticed. One administrator noted that many times people had called the college to ask why a certain course was never offered, only to be told that the very same course had been cancelled the week before in their area for lack of enrollment. During interviews, one administrator was asked in general what might be done to improve the information the public was getting about courses. The reply was, "We have to find someone." The administrator explained that the most frequent response that the participants gave when asked where they found out about the class was "Someone told me." It was this "someone" that the administrator hoped to find. (The importance of "someone" to the college's public information effort is supported to a great deal of research showing that close personal contact is the single most effective way to disseminate information.) In Washington, this general situation was probably aggravated by the fact that there were state-imposed limits on the ways in which community colleges could advertise courses.

Research into the area of the public's awareness of specific offerings, as well as its understanding of the role of the community college and vocational education (particularly as these relate to adults) would be extremely useful. It would provide the basis for developing improved ways of providing appropriate information to the public with regards to the local community colleges, their programs, and services.

Distance

Nearly three-fourths of the respondents to the Adult Vocational Interest Survey indicated that they would be willing to travel no more than 30 miles to attend a course. This information fit with data from a number of other research studies which indicated that maximum travel time was between 30 and 45 minutes. It was on this basis that the AAVE study defined the outreach areas as those 20 miles or more (i.e., a reasonable commuting distance) from a college campus.

Because most of the colleges in the study made at least some attempt to provide vocational education in the outreach areas, the effect of distance on participation was not as great as it might have been. Despite these outreach offerings, however, many people felt isolated from the college. One person contacted during the telephone portion of the pilot test said that she did not return the survey because she lived

80 miles from the college and its offerings, so she felt the college would not be interested in her opinion.

Summary

The AAVE staff found at least four factors (other than those administrative factors identified in Chapter 1) that adversely affected the ability of colleges to offer adult vocational outreach classes that would attract minimum enrollments. There were conceivably more factors involved, but size of community, age of the population, knowledge about the college, and distance from the college campus were those that seemed most significant.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

Introduction

The AAVE project was designed primarily to do three things: 1) to find out what vocational education opportunities were being offered by community colleges in Idaho, Oregon and Washington to adults in areas 20 miles or more from a central campus; (in this study, these areas were called "nonmetro," "rural," or "outreach" areas;) 2) to find out what administrative patterns and practices were used to provide these educational opportunities; and 3) to find out in which vocational education opportunities adults in these outreach areas would be willing to invest their time and money.

Following a review of relevant literature, six survey instruments were constructed. These were designed to collect data about various facets of these three questions. The first two instruments, the Occupational Course and Occupational Program Surveys, helped to identify the courses and programs offered, as well as to provide detail about curricular components and administrative practices associated with the courses. A third instrument, the Administrative Functions Survey, provided information about such topics as what groups or individuals had influence in various aspects of program planning, the sources and uses of information as a decision-making resource, the facilities and equipment available and needed in the outreach sites, and the composition and use of advisory committees. In addition, the instrument gathered detailed information on policy and goal development, needs assessment, evaluation, and long-range planning. These three instruments were administered in an interview setting, with the instruments serving as a guide for the interview, but with additional pertinent data collected from expanded answers (respondent comments) to the items on the instruments. (In six of the Oregon colleges surveyed, a fourth instrument--the Contract Services Survey--was administered in the same fashion. This instrument was designed to collect information specific to the educational services which these institutions provided by contract to other areas outside their normal service districts--usually counties or school districts.)

The fifth instrument, the Occupational Staff Survey, was mailed to those who had taught vocational classes for the community colleges in the outreach area during the 1976-77 academic year. Data from this instrument provided not only a profile of demographic characteristics and professional background of these teachers, but information on their felt need for training in instructional techniques and materials.

The Adult Vocational Interest Survey, the sixth data collection instrument, was mailed to a randomly selected sample of adults in the outreach areas. The survey was designed to find out such things as what kinds of vocational courses these adults were interested in, how much time and money they would be willing to invest, how far they would travel for the courses, and when they would prefer to take them. In addition, the survey sought similar information about adult vocational education classes the people had taken during the past year.

This chapter presents a brief summary of the findings in each of three areas: vocational courses and programs, administration, and adult interests. The Chapter concludes with recommendations for action at both the local and state level and recommendations for further research.

Summary: Vocational Courses & Programs

The AAVE staff identified 25 community colleges--13 in Washington, 10 in Oregon, and 2 in Idaho--with at least 10% of the population to which they provided services in the area 20 miles or more from their central campus. (One of these institutions had no central campus, so the entire district was considered to be in the outreach area.)

Vocational classes for adults were held in at least 137 cities or towns in the outreach areas of these community college districts. Data collected from 24 of the institutions indicated that nearly 1200 vocational classes were held at these sites during the 1976-77 academic year. (The term "classes" takes into account multiple sections of the same course at any one site.) Four hundred twenty-two of these classes were in the Trades & Industrial Occupations area. Three hundred and eight were classed in the Business & Office occupations category and 254 in the Health Occupations area. Smaller numbers of courses were found in the Marketing (89) and Agricultural Occupations (79) categories, and only a relative handful (33) were found in the Technical Occupations area. Data were not collected on Home Economics Occupations classes.

The staff also found 40 vocational programs in the outreach areas--a program being a course or series of courses leading to a defined goal. The largest number of these (13) were in the Trade & Industrial Occupations. The Health Occupations category had 10 programs, while the Business & Office and Agricultural Occupations areas had seven and six respectively. Complete programs were generally not offered in the outreach areas because there were not enough students interested in most complete programs to sustain minimum enrollments in all the necessary courses.

Nearly equal numbers of classes were offered during each of the three academic terms. More than half were offered once during the year, 345 were offered twice, and 200 were offered all three terms. The vast majority of the classes were offered in the evening in the traditional quarter-course format.

Summary: Administration

Disadvantaged, Admission Requirements

Portions of the Occupational Course Survey were devoted to administrative aspects of the courses in outreach areas. Results showed that few courses in these areas focused specifically on the disadvantaged and/or handicapped, and that minimum enrollment requirements of about 8-15 students were commonly imposed for outreach classes. Admission requirements were rare, frequently limited to a minimum age requirement imposed by the state.

Recognition, Credit, Transferability

Recognition given to those who completed outreach courses varied from none (most common) to a certificate of completion. Another variable showing great diversity was the type of credit offered for occupational courses in outreach areas; examples included no credit, clock hours instead of credit, transferable credit, nontransferable credit, and academic credit. Some colleges allowed student options for the type of credit received. Like credit, the transferability of courses (from outreach locations to on-campus programs) varied considerably. Generally, transferability varied by the course, rather than by school or by state.

Guidance and Counseling

Guidance and counseling services were generally unavailable for students in outreach locations.

Community Cooperation, Information

Evidence of cost and/or service sharing by communities with the colleges was notable in all three states. Most sharing was in the form of public school facilities used by colleges to offer courses in outreach areas. In getting information about courses to community members, the colleges used many different techniques, the most popular of which were brochure and/or occupant mailings. Other frequently used techniques included public information sources (newspapers, TV, radio, presentations to community groups), shoppers' guides, word-of-mouth, flyers sent home with public school students, special mailings, interest files, campus tours, and booths at county fairs.

Accessibility

Almost without exception, the locations for courses in outreach areas were accessible by private vehicles. Public transportation was almost never available.

State Impact on Local Outreach Effort

Administrative policies and practices of state agencies were found to have some effect on the ability of the community colleges to offer vocational classes in outreach areas. For instance, Oregon colleges did not receive state reimbursement for certain types of courses (notably hobby and recreation courses), some of which could have been classed as vocational. Many Oregon administrators objected to the criteria used by state agencies in approving new vocational programs, and to the "red tape" and attendant delays associated with the approval process. Through state-level regulation, Washington colleges were limited in the ways they could advertise their courses and were required to meet certain minimum enrollments. Despite these sometimes adverse impacts, state control was rarely seen as the chief reason that certain local needs for vocational education could not be met.

Organizational Patterns

Most administrators selected one of two organizational patterns as representative of their college's structure for providing outreach services. The Satellite Center Outreach Pattern represented an organization in which the on-campus departments gave advice and provided influence, but where the outreach center had primary control. The College Centralized Pattern was one in which the on-campus administrative units (e.g., departments) exercised control over the outreach function. The first pattern was the one identified by most of the Washington administrators. Approximately equal numbers of Oregon administrators selected the College Centralized and the Satellite Center Outreach Patterns.

Internal Responsibility for Outreach

Outreach vocational education was the responsibility of the vocational dean or a subordinate in Idaho, generally the community education dean in Oregon, and either the vocational dean or community dean in Washington--depending on the internal politics of the institutions. The size of the staff for these operations varied with the size of the institution, the size of the district, and the number of courses offered. Community liaisons/outreach site coordinators seemed to play a critical role in successfully identifying and meeting vocational education needs of adults in outlying communities. Most colleges employed people specifically to serve this function.

Influence on Adult Vocational Outreach Program Planning

Twenty groups, individuals, and/or information sources were considered as possible influences on various aspects of program planning. The greatest scope and intensity of perceived influence, according to the administrators who responded, were in the areas of determining needs and courses. In general, those groups, individuals, or sources farthest removed from the daily administrative operations--primarily those at the state level--were seen as the least influential. Except for the areas of needs assessment and determining courses, most of the influence was seen to be exerted by the vocational dean, the community education dean, and/or the program/site coordinator.

Advisory Committees

Administrators at many institutions reported that when advisory committees were needed for outreach courses, on-campus committees were used. However, some institutions made use of local advisory committees in each off-campus location. Advisory committees were seen as important local sources of information and influence, but they were not perceived to be the most important ones in overall planning.

Policies

Most of the input for policy development was seen to come from the community college board and top-level administrators (presidents and deans). A majority of the colleges had a policy that all students were to be served in campus-based programs and in outreach services. Ninety-two percent of the colleges had no policy determining the relative proportion of preparatory programs to supplemental programs which were to be offered, and 80% had no policy governing the articulation of off-campus courses with on-campus programs.

Goals

Formal written goals for occupational outreach had not been established at most institutions, but formal goals for outreach services generally were reported to be more common. There was some evidence to suggest that goals had been developed even though they had not been written down.

Assessing Needs

A great range of groups, individuals, and information sources was used in assessing needs. Most colleges prioritized their needs, with approximately half of the respondents indicating that their institution used the relationship of the need to district-wide employment trends as a basis for the prioritizing.

Determining Courses

The colleges consulted with outside groups in determining what courses were to be taught in the outreach areas, but final decisions on such matters as determining credit or selecting the instructor, techniques, and materials were made by those persons given this responsibility within the college.

Facilities

Classrooms and technical laboratories were the most frequently used facilities in the outreach areas. These facilities were usually rented or borrowed from public schools, although there were other sources for such space. Data from the Administrative Functions Survey showed that there was less stated need for additional facilities and equipment than was anticipated at the outset of the AAVE project. Some programs in some locations did show a great need, but the need was highly specific and could not be generalized to the entire adult vocational outreach effort.

Occupational Staff

Those who taught vocational courses in outreach areas were mostly middle-aged Caucasian males with at least a bachelor's degree and some type of certification, licensure, or registration. The majority of instructors had more than two years of non-teaching work experience and two or more years of teaching experience. A majority of the teachers were employed on a part-time basis by the community college, and most were employed full-time elsewhere in a non-teaching position. The teachers' indication of personal need for instruction in the art of teaching was generally related to their experience as educators. Most of those with less teaching experience and/or those employed primarily in non-teaching positions indicated an interest in potential teacher training opportunities.

Evaluation

Teacher evaluation was primarily derived from student satisfaction measures--formal written evaluations, informal verbal evaluations, and ability of an instructor to maintain enrollment. The structure and extent of the evaluation system varied from college to college. Several institutions had formal staff development programs to assist in their pursuit of excellence in teaching in the outreach areas.

Influence on program evaluation was perceived to be primarily in the hands of the deans, program coordinator, instructor, students, and advisory committees. Various student satisfaction measures--e.g., placement rates, attrition, student evaluation--were seen as the primary means of evaluating off-campus vocational programs. Employer satisfaction was also an important criterion. Approximately half the colleges conducted regular yearly follow-up studies to aid in program evaluation. Approximately one-fourth performed the studies only infrequently, and the remainder did not report undertaking such studies for outreach students.

Long-Range Planning

Approximately 75% of the colleges reported having some type of district-wide master plan. Most of those master plans indicated goals and priorities concerning the relationship to principal businesses, industries, and groups within district communities. Although a great deal of data was collected which was relevant to long-range planning (including fiscal planning), even that amount proved insufficient for drawing meaningful conclusions. While the way in which the institutions practiced long-range planning undoubtedly had some effect on the vocational education outreach effort, the data did not provide evidence to suggest that one method of planning was superior to another.

Information as a Decision-Making Resource

Administrators reported using local data most for the kinds of decisions they made affecting adult vocational education outreach. State-level data were very rarely used. Local needs assessment data were perhaps the single most important source of information for making decisions, according to the administrators interviewed for the AAVE project. Most institutions reported using some type of management information system. It was concluded that most administrators would like to have had access to a management system that provided adequate and appropriate data for decision making.

Summary: Adult Interest

Respondents

Most of those who responded to the Adult Vocational Interest Survey were middle-aged Caucasians, married, with one or more children. Family income (roughly $12,000 to $25,000 per year) was seen as adequate to provide comfort and the average luxuries. Most respondents owned two or more automobiles, had pursued education beyond high school, and had more than three relatives with more than a high school education. More than two-thirds of the respondents were employed in paying jobs; of these, 25% were employed in technical or professional occupations.

Vocational Courses Wanted

Although the rate of return on the survey was perhaps higher than usually expected for rural areas, the actual number of requests for any one of the 55 vocational subjects listed proved to be insufficient for drawing firm conclusions about the kinds of vocational courses in which rural adults were willing to invest their time and money. Still, the figures give some idea of where the survey respondents' interests lay.

More than 100 respondents indicated willingness to enroll in courses in each of the following vocational subjects:

TABLE 5-1

REQUESTS FOR VOCATIONAL SUBJECTS

Subject	Requests
Small Business Management	169
Accounting & Bookkeeping	158
Real Estate, Insurance	137
Construction Trades	135
Auto & Small Eng. Repair	124
Foods & Nutrition	109
Forestry/Forest Technologies	109
Cottage Industries/ Small-scale Crafts	102

In all, nearly 78% of the respondents indicated a willingness to take courses in the Trade & Industrial Occupations area. The Business & Office Occupations area drew requests from almost 54% of the respondents. Thirty-seven percent wanted courses in both the Agricultural and Technical Occupations categories. Courses in the Marketing & Distribution Occupations area were requested by approximately 31% of the respondents. Twenty-eight percent of the respondents expressed an interest in Home Economics Occupations classes, while the Health Occupations area drew requests from nearly 24% of the respondents.

In addition to indicating rural adults' interest in vocational education courses, the Adult Vocational Interest Survey provided other information.

Guidance & Counseling Services

Eighty percent of the respondents indicated an interest in guidance and counseling services. More than 38% of the respondents would use the service for help in "choosing courses to accommodate interest and abilities, and finding location of offering." Nearly 18% would like help in getting credit for non-school experience. Eleven percent wanted help with career choices, and 10% wanted help in locating a new job. The high level of interest in guidance and counseling services was particularly noteworthy in light of the fact that so few colleges were able to provide these services in the rural areas.

Reasons for Taking Classes

Nearly half the respondents indicated willingness to take an adult education course for hobby or fun. Forty-two percent would take courses to upgrade their present job skills, while 29% would train for a new or different job. Eleven percent were not interested in adult education.

Previous Experience with Adult Education

More than two-thirds of the respondents had taken adult education courses, with 28% taking a course between September 1976 and October 1977. Thirteen percent had taken courses for new job skills, 29% for upgrading present skills, and 41% for hobby or fun. A third of the respondents had devoted 1-4 hours per week to their course; slightly fewer had devoted 5-8 hours, while a fifth had spent 9-16 hours per week.

Evaluating Existing Educational Conditions

Forty-three percent of the respondents felt there were few or no courses offered within easy driving distance, 38% felt some courses were offered, while 11% felt there were several different courses available. The cost of the courses seemed reasonable to 79% of the respondents. More than 57% of the respondents felt the courses offered by their community college fit the needs of the people in their area, and 10% were not satisfied with the way courses fit needs. More than a third did not know.

Slightly less than one-half the respondents thought that the schools and colleges in their area worked together well (or fairly well). Six percent thought these institutions were duplicating efforts, and the remainder did not know or did not respond to this.

In all, only about 8% of the respondents were not pleased with the job their community college was doing. Forty-four percent thought the job was "okay," while nearly 40% were quite pleased.

Ideal Conditions for Future Adult Education

Most respondents indicated a willingness to take adult education courses if the classes were in a convenient location; were no more than 30 miles from their home; cost $30 or less; were offered in the evenings during the Fall or Spring sessions; and were at least two weeks, but less than three months in length.

Recommendations

Local Level

Community colleges in the study area are encouraged to:

1. continue--and, wherever possible, to expand--the involvement of individual communities in the planning of vocational education opportunities for adults in rural areas, including using local advisory groups and community liaisons.
2. explore ways of providing guidance and counseling services--particularly academic and vocational guidance--for rural adults.
3. explore ways to establish a network for person-to-person advertising for outreach courses.
4. make a concerted effort to find ways of serving the significant number of older and retired persons who live in the outreach areas. These might include:
    a. new programs (courses) and/or services related to mature interests and needs.
    b. aiming information about courses specifically toward this group.
    c. assisting older people to identify themselves as potential students or participants.
    d. reducing or waiving tuition for older persons (a practice observed at a number of the colleges).
5. explore ways and means of providing more courses and services to educational consumer groups in rural areas. Such ways might include:
    a. reducing minimum enrollment requirements for classes in outreach areas.
    b. using mobile facilities for some types of adult vocational education classes.
    c. offering courses by newspaper, television, video tape, or computer (see Appendix L).
6. explore the use of open entry/open exit courses in outreach locations.
7. keep an accurate, up-to-date legal description and map of their service districts and reasonably current local census data on file.

State Level

Appropriate state agencies are encouraged to:

1. provide assistance to community colleges in conducting local manpower utilization and needs surveys.
2. provide assistance to community colleges in designing workable management information systems. In particular, assistance might be given in ways to code data so that needed information will be readily available in appropriate form.
3. design state-level management information systems with procedures for frequent and continuous input from users at all levels.
4. work to facilitate, rather than to regulate, local community colleges' offering vocational education opportunities to rural adults, recognizing the constraints imposed by the need to prevent the necessary duplication of facilities and services and the need to spend state monies wisely and efficiently.
5. consider giving local or district employment needs more weight than state-wide employment forecasts in determining duplication of services.
6. review regulations which now appear to inhibit the offering of less traditional options in vocational education which might be especially suited to outreach areas; such regulations include:
    a. minimum class enrollment requirements in Washington, as they were applied at the time of the study.
    b. definition of the term "vocational." Considering the fact that Cottage Industries and Crafts are increasingly used as income-producing occupations, the definition of "vocational" might be refined to include the Cottage Industries/Small-scale Crafts category.
    c. definition of "preparatory" or "supplemental" courses. Because adults define for themselves whether a course is "preparatory," "supplemental," "recreational," or potentially, "transfer," the state-imposed definitions do not always relfect the true purpose of that course for those enrolled. Hence, the definitions seem to serve little or no purpose in the outreach areas other than to satisfy state requirements. In fact, such definitions may hinder the ability of the colleges to meet perceived local needs to the fullest extent possible.
7. make efforts to ease the restriction on advertising currently imposed upon community colleges in Washington. Results of the Adult Vocational Interest Survey revealed that a substantial number of rural people were unaware of course offerings and did not perceive themselves to be potential students.

8. assist the colleges to establish a network for person-to-person advertising for outreach courses.
9. help develop transportable teacher training materials for use by new (or continuing) vocational teachers in outreach areas.

Further Research

1. It is suggested that research toward a sophisticated decision-making and enrollment-prediction scheme--relating demography and interest in vocational subjects--be conducted within a limited area, preferably metropolitan, where sufficient numbers of people reside so that sampling procedures would produce statistically valid results. If demographic influence were isolated, it would then be possible to use this knowledge to study rural areas to see the relative influence of demographic characteristics and small populations on course offerings.
2. Research should be conducted on the vocational education opportunities available specifically for Indians in rural areas of the northwest. Native Americans constitute a significant segment of the population of the outreach areas.
3. A descriptive study of the specific organizations other than community colleges offering adult vocational education in the area encompassed in the AAVE project, including the courses offered, would be useful in broadening the knowledge of adult vocational education in rural areas.
4. A study of the perceptions of both community college administrators and administrators in other organizations involved in offering adult vocational education in outreach areas would help to clarify the degree of cooperation and/or competition involved.
5. Research is needed to discover the relationship between community size and the ability of that community to support adult courses. Conceivably, some small communities support such programming better than do some larger communities.
6. Research into the "accessibility" or "drawing power" of individual communities would assist adult education planners in determining which of competing alternative sites might be the most likely to attract the largest numbers of program participants.
7. Research into the area of the public's awareness of specific offerings, as well as its understanding of the role of the community college and vocational education (particularly as these relate to adults), would be extremely useful. It would provide the basis for developing improved ways of providing appropriate information to the public with regards to the local community colleges and their programs and services.

A. Cooperation with public schools:

Facilities										
Staff										
Funds										
Other, specify (______________)										

B. Cooperation with college or universities:

Facilities										
Staff										
Funds										
Other, specify (______________)										

C. Cooperation with city government:

Facilities										
Staff										
Funds										
Other, specify (______________)										

D. Cooperation with county government:

Facilities										
Staff										
Funds										
Other, specify (______________)										

8. Research should be conducted on the applicability of various economic mathematical models to the evaluation of potential outreach locations. These models include Wilson's entropy-maximizing model (as discussed in Lowe & Moryadas, 1975, pp. 197-208), and the measure of accessibility using a utility-maximizing model, such as the one described by Burns & Golob (1976).

Conclusion

The research findings suggested that the very nature of management and administration is such that, in the final analysis, the viability and the effectiveness of a given organization are dependent on the local political and economic climate and on the personalities, strengths, and weaknesses of the individuals involved. While there may be common practices and common human interaction problems which all organizations share, the administration and management of any educational institution is ultimately unique.

APPENDIX A

AAVE Survey Instruments

Occupational Course Survey
Occupational Program Survey
Contract Services Survey, Part 1
Contract Services Survey, Part 2
Findings: Contract Services Survey
Administrative Functions Survey, Parts 1 & 2
Administrative Functions Survey, Part 3
Occupational Staff Survey
Adult Vocational Interest Survey
Recommendations for Use of the Instruments

ASSESSMENT OF ADULT VOCATIONAL EDUCATION

OCCUPATIONAL COURSE SURVEY

Washington State University

OCCUPATIONAL COURSE SURVEY

This Occupational Course Survey is designed to gather data about adult vocational courses, either preparatory or supplemental, offered at outreach locations 20 miles or more from the college campus. For comparative purposes, information about parallel adult courses offered on-campus will be gathered. A one-page supplementary instrument, the Occupational Program Survey, will be used to gather additional information about vocational programs offered in outreach locations (a program is defined as a series of related courses leading to a specific vocational goal).

A separate instrument will be used for each vocational course title offered by the college in outreach locations. The outreach locations will be identified in the column headings on each page of the instrument.

*College*______________________________ *Date of Survey*______________________

*Address (town, state)*____

Course (identify by name) ____

This survey completed by:

*AAVE participant(s)*_________________________________

*For Fiscal Year*_____ _________________________________

School official(s) _________________________________

____

Identify courses at each location as preparatory (P) or supplemental (S), defined by course content. →

		On Campus Totals	Outreach Locations								

1. *WHAT IS THE TOTAL ENROLLMENT (headcount) FOR THIS COURSE FOR EACH TERM DURING THE ACADEMIC YEAR?*

First term:	*Total*										
	Male										
	Female										
Second term:	*Total*										
	Male										
	Female										
Third term:	*Total*										
	Male										
	Female										

2. *DOES THIS COURSE FOCUS ON THE NEEDS OF: (check only if answer is yes)*

Disadvantaged										
Handicapped										

3. *HOW MANY SECTIONS OF THE COURSES ARE OFFERED AT EACH OF THE FOLLOWING TIMES?*

Day classes (before 5:00 pm)										
Evening classes (after 5:00 pm)										
Weekend classes										

4. *COMPARED WITH LAST YEAR, THE CURRENT COURSE ENROLLMENT IS:*

Significantly increased (< 10%)										
Slightly increased (approximately 5-10%)										
About the same										
Slightly decreased (approximately 5-10%)										
Significantly decreased (> 10%)										
No means to compare										

5. *WHAT IS THE TOTAL LENGTH OF THE COURSE, AS DEFINED BY:*

A. Credits (specify number of credits)										
B. Contact hours (specify for each)										
Lecture										
Laboratory										
Clinical										
Self-paced										
Other, specify (____________________)										

6. *WHICH OF THE FOLLOWING FORMATS ARE UTILIZED FOR THE COURSE?*

A. Traditional Course Format

Quarter course										
Summer school course										
Semester course										
Full year course										

B. *Short Course Format*

One day or less										
2-3 days										
4-5 days										
6 days to 2 weeks										
> than 2 weeks										
< than one quarter										

7. *IS THE COURSE:*

Open-entry/open-exit?										
Prescribed time for entry and exit?										
Other, specify (____________________)										

8. *DOES THE COURSE HAVE ENROLLMENT LIMITATIONS?*

No there are no limitations.										
The number of students is limited to:										

9. *WHAT ADMISSION REQUIREMENTS ARE PREREQUISITE TO THE COURSE? (Check any that are required)*

A. *Standardized test(s)*

Not used										
SAT										
GATB										
Other, specify (____________________)										

B. Prior work experience in a related field										
None required										
Less than one year										
1-2 years										
C. Personal interview										
Required										
Not required										
D. Previous courses as prerequisites										
None										
1-2										
> 2										
E. Educational attainments										
No requirements										
Grade school or less										
Eighth grade										
High school or equivalent										
Other, specify (________________)										
F. Minimum age										
No requirements										
16 or less										
17										
18										
19 or more										

G. Maximum age										
No maximum age prescribed										
15-19										
20-24										
25-29										
30-39										
40-49										
50-59										
60 or older										
H. General health										
No requairements										
Minimum physical disabilities allowed										
Other, specify (____________________)										
I. Physical fitness										
No fitness requirements specified										
Minimum score on physical fitness test										
Other, specify (____________________)										
J. Other admission requirements, specify (____________________)										

WHAT IS THE STATED PURPOSE OF THE COURSE?

1 = primary purpose
2 = secondary purpose
3 = not a purpose of the course

To provide entry skills										
To offer occupational updating										
To provide avocational skills										
To provide skills in home and family life										
Other, specify (____________________)										

11. WHAT RECOGNITION IS GIVEN TO THOSE WHO COMPLETE THE COURSE? (Indicate all that apply)

None										
Diploma										
Certificate										
Degree										
Other, specify (____________________)										

12. WHAT KIND OF CREDIT IS GRANTED TO STUDENTS ON COMPLETION OF THE COURSE? (Check all that apply)

Regular academic credit										
Continuing Education Units										
Non-credit										
Off-campus credit										
Clock hours instead of credit										
Professional Improvement Units										

13. *IS THIS COURSE TRANSFERABLE TO ANY SPECIFIC VOCATIONAL PROGRAM (defined as a series of related courses leading to a specific vocational goal) AT YOUR COMMUNITY COLLEGE (either a program on campus or in the outreach location)?*

Yes										
No										

14. *WHICH OF THE FOLLOWING DESCRIBES THE HISTORY OF THIS COURSE IN THIS LOCATION? (Indicate all that apply)*

New course this year										
Offered 3 or more times per year										
Offered once or twice per year										
Offered less than once per year, but on a regular basis										
Offered irregularly on demand										
Other, specify (________________________)										

15. HOW IMPORTANT ARE EACH OF THE FOLLOWING IN DETERMINING JUSTIFICATION FOR THIS COURSE?

1 = very important
2 = important
3 = unimportant
4 = very unimportant

Student demand										
Enrollment capacity										
Business or industry needs										
Employment forecasts										
Community Survey										
Requests of local people										
Suggestion of advisory committee										
Instructor suggestion										
Worker group needs										

16. WHAT IS THE AVAILABILITY OF EACH OF THE FOLLOWING GUIDANCE AND COUNSELING COMPONENTS?

1 = always available
2 = usually available
3 = usually unavailable
4 = always unavailable

A. Orientation activities

Student recruitment										
Group orientation										
Career information										

B. Appraisal activities

Personnel records										
Educational testing										
Applicant appraisal										

C. Consultation activities										
Student counseling										
Student advisement										
Applicant consulting										
D. Student activities										
Financial aid										
Job placement										
Follow-up										
E. Other guidance and counseling activities, specify (____________________)										

17. WHAT IS THE EXTENT OF COMMUNITY COOPERATION FOR THE COURSE, AS EVIDENCED BY THE SHARING OF STAFF, FACILITIES, OR OTHER ASPECTS?

Facilities refers to buildings, equipment or land owned by the cooperative agency but loaned, leased or rented for use with this course.

Staff refers to instructional staff or administrators who are employed by the cooperating agency but moonlight to teach or administer this vocational course.

0 = never share
1 = share 1-4 weeks/year
2 = share 5-15 weeks/year
3 = share 16-30 weeks/year
4 = share more than 30 weeks/year

E. Cooperation with local business or industry:

Facilities										
Staff										
Funds										
Other, specify (__________________)										

F. Cooperation with proprietary or private schools:

Facilities										
Staff										
Funds										
Other, specify (__________________)										

G. Cooperation with prime sponsors:

Facilities										
Staff										
Funds										
Other, specify (__________________)										

H. Cooperation with other community agency, specify
(____________________)

Facilities										
Staff										
Funds										
Other, specify (__________________)										

18. ***ESTIMATE THE NUMBER OF TIMES EACH OF THE FOLLOWING TECHNIQUES IS USED TO COMMUNICATE WITH THE PUBLIC ABOUT THE COURSE:***

0 = never
1 = 1-3 times/year
2 = 4-7 times/year
3 = 8-12 times/year
4 = more than once/month

Brochures										
Postal occupant mailings										
TV and/or radio spots on programs										
Newspaper stories										
Presentations to high school students (i.e. career days)										
Posters										
Presentations to civic/ labor, and/or industry groups										
Other, specify (______________________)										

19. ***HOW ACCESSIBLE IS THE COURSE LOCATION TO PERSONS IN THE COMMUNITY? (Check all that are appropriate)***

Is the program:

Served by public transportation?										
Within walking distance to town center?										
Accessible primarily by private car?										
Accessible by other transportation (e.g. boat), specify type? (______________________)										

Assessment of Adult Vocational Education

OCCUPATIONAL PROGRAM SURVEY

College____________________________________

Outreach location____________________________________

Program (identified by O.E. Code)_______________________________

____ Complete program

____ Partial program

___1. How many total courses are involved in the program?

1. 1- 3
2. 4- 6
3. 7-10
4. 11-15
5. 16-20
6. more than 20

___2. *How many courses are involved in the program at this location?*

1. 1- 3
2. 4- 6
3. 7-10
4. 11-15
5. 16-20
6. more than 20

___3. *What is the minimum time it would take to complete the program in this location?*

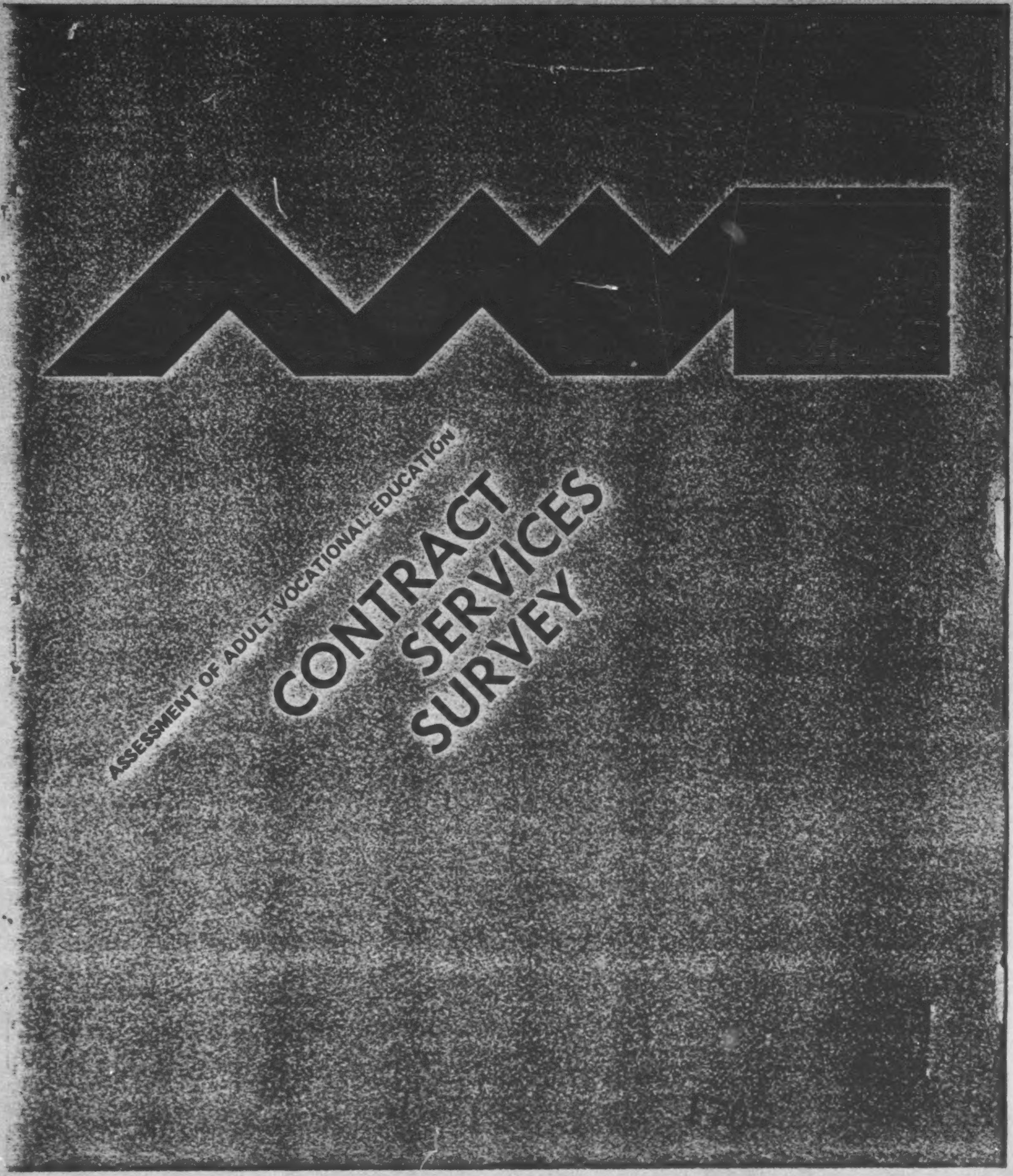
1. Cannot complete at this location
2. Less than 3 months
3. 3-6 months
4. More than 6 months, up to one year
5. More than one year, up to 18 months
6. More than 18 months, up to 2 years
7. More than 2 years, less than 3 years
8. 3 or more years

___4. *What recognition is given to those who complete the program?*

1. None
2. Diploma
3. Certificate
4. Degree
5. Other (specify____)

___5. *If only a partial program is offered at this location, what are the reasons that a complete program is not offered? (check all that apply)*

___1. Lack of faciliites
___2. Lack of demand
___3. Lack of qualified staff
___4. Lack of sufficient funds for operation
___5. Lack of equipment
___6. Other (specify____________________________________)



ASSESSMENT OF ADULT VOCATIONAL EDUCATION

CONTRACT SERVICES SURVEY

CONTRACT SERVICES SURVEY

Part 1: Current [illegible]

Your institution has been identified by the Oregon State Department of Education as one which offers community college courses and services by contract to areas outside your taxing (service) district. For purposes of this study, we will call these "Contract Service Agreements."

Completed by:

AAVE Staff Member

College Participants

Fill out one form for each contract service agreement in effect for the 1976-77 academic year.

College Name ____________________ College Code ____________

Contracting Unit ________________ Contract Code ____________

1. Who initiated the contract?

   A. College
   B. Contracting unit
   C. Other, specify ____________________________

2. What is the length of the contract?

   ____

3. How long has your college provided contracted programs/service to this unit?

   ____

4. Does this contract follow the Oregon State Department of Education model for contract service agreements?

   A. Yes
   B. No
   C. Partially, explain ____

   ____

   ____

5. May we have a copy of this contract and its budget?

   A. Yes
   B. No
   C. Partially, explain _________________________________

6. What is the total dollar amount of this contract?

   ____

7. *How much is contributed by each of the following?*

A. *Your college*

1. *In cash*______________________________

2. *In kind, specify*______________________
____
____
____
____

B. *Contracting unit*

1. *In cash*______________________________

2. *In kind, specify*______________________
____
____
____
____

C. *State (District #14 funds)*

1. *In cash*______________________________

2. *In kind, specify*______________________
____
____
____
____

D. *Students*

1. *In cash*______________________________

2. *In kind, specify*______________________
____
____
____
____

8. Are out-of-state students allowed to participate/enroll under this contract?

A. Formally
B. Informally
C. Not at all

9. Are there limitations placed on the students who can enroll under this contract which are different from those in effect for the main campus?

A. No
B. Yes, specify________________________________

10. Are there enrollment limitations in effect on the main campus which are not in effect under this contract?

A. No
B. Yes, specify____
____

11. How many support staff members are involved in operating this contract?

________A. Individuals
________B. FTE's (defined as:________________________________)

12. Indicate the number of individual instructional staff members working under this contract:

________A. Full-time, assigned to this contract/location
________B. Full-time, travel as part of assignment
________C. Full-time, contract work is overload
________D. Part-time, travel as part of assignment
________E. Part-time, hired specifically for contract

13. *Who in your institution is responsible for overall administration of the contract?*

A. ______________________________
B. ______________________________
C. ______________________________
D. ______________________________
E. ______________________________
F. ______________________________

14. *Is training in instructional methods and/or materials provided for staff members hired under this contract?*

A. *Always*
B. *Usually*
C. *Sometimes*
D. *Never*

15. *Please list the sites and indicate the kinds of courses/services offered at each under this contract:*

SITES	Academic Transfer	Occupational Preparatory	Occupational Supplemental	Adult Basic Education	High School Completion/GED	Continuing Education	Recreational Hobby	Guidance & Counseling	Other; specify below

Assessment of Adult Vocational Education

CONTRACT SERVICES SURVEY

Part 2 - Past

Fill out one form for each contract terminated
or not renewed from
September 1973 to June 1977

College name ____________________ College code __________

Contracting unit ____________________ Contracting code __________

1. What was the original length of the contract?

____

2. What was the date of termination or non-renewal?

____

3. This contract was:

   A. Terminated
   B. Not renewed

The termination or non-renewal was determined by:

A. College
B. Contracting unit
C. State department
D. Mutual consent
E. Other, specify ______________________

Reasons for termination or non-renewal:

____

____

____

____

Please list the [illegible]tes and indicate the kinds of courses/services offered at each under this contract:

SITES	Academic Transfer	Occupational Preparatory	Occupational Supplemental	Adult Basic Education	High School Completion/GED	Continuing Education	Recreational/Hobby	Guidance & Counselling	Other, specify below

Washington State University

FINDINGS: CONTRACT SERVICES SURVEY

Oregon's community colleges were permitted by law to offer community college-type educational services by contract to communities, school districts, and counties outside their legal service districts. Six colleges involved in the AAVE study provided these contracted services, (as did two of the three colleges not in the study).

The Contract Services Survey was developed to gather information about the terms and administration of these contracts. (A second part of the survey, designed to collect information about contracts which had been in force in the past three years but which had been terminated or not renewed, was used in only one instance. This contract was not renewed, by mutual consent, because the area served was incorporated into another college district.) The instrument was used during on-site interviews with college administrators.

In all, eight contracts were identified at the six community colleges: Four were with other counties, three were with school districts, and one was with an Intermediate Education District. In three cases, the contract was initiated by the receiving unit; at two institutions, the college was the initiator. Two contracts were undertaken at the behest of the State Department of Education, and at one institution, the initiator was unknown. Five of the contracts were for a period of one year; one was for 10 months, and one for 9 months. One contract was for $1000 and was in force as long as the money lasted. In three cases, the college had provided services to the contracting unit for two years, in two instances for four years. Of the other three contracts, one had been in force (or periodically renewed) for three years, one for five years, and one for six years. Seven of the eight contracts followed the Oregon State Department of Education model for such contracts (see Oregon State Dept. of Educ., 1975). The other contract varied from the model in being more specific (according to the contract administrator); the contract also permitted the local coordinator to be a school district, rather than a community college, employee.

Two of the contracts were quite large in comparison to the others--$180,836 and $171,807. Other contracts were for $60,000 (approximately),

$55,400, approximately $20,000, and $17,847. The dollar figure for the remaining contract was not available. The income sources for these contracts varied, but included the college, the contracting unit, the state (through reimbursement; these were known as "District #14 funds," an allusion to the fact that Oregon had 13 community college districts at the time of the study), student tuition, federal grants, CETA contracts, and county commissioners. The pattern of funding was not uniform, and the items on the survey did not elicit the desired details.

Because five of the six community colleges with contracted services were located comparatively close to the borders with other states, one item asked about the participation of out-of-state students in the programs offered under the terms of the contract. Three of the contracts formally permitted out-of-state students to enroll; three prohibited such enrollment. Under the other two contracts, participation by out-of-state students was informally permitted.

In general, the same enrollment requirements in force on campus were in force under the terms of the contract. There were, however, a few exceptions. In one case, an administrator noted that minimum enrollment requirements were sometimes lower in the contract area, and that a "Golden Age Policy," which permitted older persons to enroll for classes at no, or at reduced cost, was not in force in the contract area. One contract was only for Adult Basic Education and required less than a high school education for enrollment.

The number of support staff members involved in operating these contracts varied from seven to zero, depending on the institution and the size of the contract. The mean for the eight contracts was slightly more than three people. The mean number of FTE staff members was slightly more than one. One administrator indicated that he spent less than 5% of his time in working with the contract service agreement.

The number of instructional staff members varied from a high of 9[illegible] to a low of 1. Only two of the colleges had full-time instructors assigned to the contract location--one had three instructors; the other had two. No colleges indicated having full-time, or part-time campus-based instructors who traveled to the contract area as part of their assignment. Two colleges had full-time instructors who worked in the contract area as an overload--one had six such instructors; the other had two. The vast majority of instructors, then, were part-time workers hired specifically for the contracts. The number ranged from 89 to 1, with a mean of 24, and a median around 13. The actual figures, in descending order, were 89, 33, 30, 18, 8, 7, 3, and 1.

For three of the contracts, the person in charge of community education was also responsible for the overall administration of the contract, In two cases, the dean of instruction was in charge, while in two other cases, the business manager had the responsibility. This information was not collected for one of the contracts. For one of the contracts, the business manager was second in line for responsibility after the dean of instruction.

For five of the contracts, training in instructional methods and/or materials was "sometimes" provided for the staff members hired under the contract. In two cases it was "usually" provided, and in one case it was "always" provided.

Table A-1 lists the number of sites at which various courses and services were offered under the eight contracts. In all, 20 sites were identified.

TABLE A-1

NUMBER OF SITES AT WHICH COURSES AND SERVICES WERE PROVIDED BY CONTRACT

Courses/Services	Number of Sites
Academic Transfer	7
Occupational Preparatory	12
Occupational Supplemental	12
Adult Basic Education	17
High School Completion/GED	16
Continuing Education	7
Recreational Hobby	11
Guidance & Counseling	6

Officials at two colleges indicated dissatisfaction with the contract service agreements. One felt that he had been coerced into accepting a situation he did not want. At the other institution, administrators felt frustrated by the fact that the contracting unit would not permit it to offer courses in subjects other than those specified in the contract.

Such courses had been offered in the past, but changes in the political climate in the contracting area had caused cutbacks in the numbers and kinds of educational services which the college was permitted to provide. On the other hand, officials of at least two other community colleges were quite pleased with the contract service agreements and the way in which services could be provided under these agreements.

The contract service agreement was unique to Oregon among the three states involved in the study. Because of the way the community college systems have developed in the other two states, it seems unlikely that either state would adopt such a way of providing services. In other parts of the country, however, where substantial portions of states are not served by community colleges, the contract service agreement may be eminently usable, if it is not already in use.

ASSESSMENT OF ADULT VOCATIONAL EDUCATION

Part 1
Part 2

ADMINISTRATIVE FUNCTIONS SURVEY

Washington State University

ADMINISTRATIVE FUNCTIONS SURVEY

Part 1: Occupational Outreach Planning and Administration

College North Idaho College

Survey participants:

College Mr. Haught

AAVE Mel. Hirschi

Date July 7, 1977

Planning

To answer question #1, parts a. - j., circle one of the following:

1 = A great deal   2 = Some   3 = Little or none

B. S

7. IS THE

Open-
Presc
and e
Other
(____

8. DOES TH
LIMITAT

No th
The n
limit

9. WHAT AD
ARE PRE
(Check

A. S

---

1. *In your school to what extent are the following groups, people or processes involved or used for:*

   a. *Determining needs for occupational outreach courses?*

1	2	3	Board
1	2	3	President
1	2	3	Dean of Instruction
1	2	3	Dean of Occupational Education
1	2	3	Dean of Community Services
1	2	3	Program Coordinator
1	2	3	Instructor
1	2	3	Students
1	2	3	Local Advisory Committee
1	2	3	Program Advisory Committee
1	2	3	State Advisory Council
1	2	3	Grange
1	2	3	Business & Industry
1	2	3	Labor Groups
1	2	3	School
1	2	3	Local Government
1	2	3	Community Groups
1	2	3	State Department of Education
1	2	3	State Coordinating Agency
1	2	3	State Agency for Vocational Education
1	2	3	Needs Assessment--Local
1	2	3	Needs Assessment--District
1	2	3	Employment Forecasts
1	2	3	Census Data

   b. *Establishing policies for occupational outreach courses?*

1	2	3	Board
1	2	3	President
1	2	3	Dean of Instruction
1	2	3	Dean of Occupational Education
1	2	3	Dean of Community Services
1	2	3	Program Coordinator
1	2	3	Instructor
1	2	3	Students
1	2	3	Local Advisory Committee
1	2	3	Program Advisory Committee
1	2	3	State Advisory Council
1	2	3	Grange
1	2	3	Business & Industry
1	2	3	Labor Groups
1	2	3	School
1	2	3	Local Government
1	2	3	Community Groups
1	2	3	State Department of Education
1	2	3	State Coordinating Agency
1	2	3	State Agency for Vocational Education
1	2	3	Needs Assessment--Local
1	2	3	Needs Assessment--District
1	2	3	Employment Forecasts
1	2	3	Census Data

ort Course Format

One day or less
2-3 days
4-5 days
6 days to 2 weeks
> than 2 weeks
< than one quarter

OURSE:

ntry/open-exit?
ibed time for entry
it?
specify -

COURSE HAVE ENROLLM
ONS?

re are no limitation
mber of students is
d to:

ISSION REQUIREMENTS
EQUISITE TO THE COUR
ny that are required

andardized test(s)

Not used
SAT
GATB
Other, specify
(

e. *Establishing format (short course, lab. vs. lecture, etc.) for occupational outreach courses?*

1	2	3	Board
1	2	3	President
1	2	3	Dean of Instruction
1	2	3	Dean of Occupational Education
1	2	3	Dean of Community Services
1	2	3	Program Coordinator
1	2	3	Instructor
1	2	3	Students
1	2	3	Local Advisory Committee
1	2	3	Program Advisory Committee
1	2	3	State Advisory Council
1	2	3	Grange
1	2	3	Business & Industry
1	2	3	Labor Groups
1	2	3	School
1	2	3	Local Government
1	2	3	Community Groups
1	2	3	State Department of Education
1	2	3	State Coordinating Agency
1	2	3	State Agency for Vocational Education
1	2	3	Needs Assessment--Local
1	2	3	Needs Assessment--District
1	2	3	Employment Forecasts
1	2	3	Census Data

f. *Determining instructional techniques, methods and materials for occupational outreach courses?*

1	2	3	Board
1	2	3	President
1	2	3	Dean of Instruction
1	2	3	Dean of Occupational Education
1	2	3	Dean of Community Services
1	2	3	Program Coordinator
1	2	3	Instructor
1	2	3	Students
1	2	3	Local Advisory Committee
1	2	3	Program Advisory Committee
1	2	3	State Advisory Council
1	2	3	Grange
1	2	3	Business & Industry
1	2	3	Labor Groups
1	2	3	School
1	2	3	Local Government
1	2	3	Community Groups
1	2	3	State Department of Education
1	2	3	State Coordinating Agency
1	2	3	State Agency for Vocational Education
1	2	3	Needs Assessment--Local
1	2	3	Needs Assessment--District
1	2	3	Employment Forecasts
1	2	3	Census Data

g. Determining facilities used for occupational outreach courses?

1 2 3 Board
1 2 3 President
1 2 3 Dean of Instruction
1 2 3 Dean of Occupational Education
1 2 3 Dean of Community Services
1 2 3 Program Coordinator
1 2 3 Instructor
1 2 3 Students
1 2 3 Local Advisory Committee
1 2 3 Program Advisory Committee
1 2 3 State Advisory Council
1 2 3 Grange
1 2 3 Business & Industry
1 2 3 Labor Groups
1 2 3 School
1 2 3 Local Government
1 2 3 Community Groups
1 2 3 State Department of Education
1 2 3 State Coordinating Agency
1 2 3 State Agency for Vocational Education
1 2 3 Needs Assessment--Local
1 2 3 Needs Assessment--District
1 2 3 Employment Forecasts
1 2 3 Census Data

h. Conducting program evaluation for occupational outreach courses?

1 2 3 Board
1 2 3 President
1 2 3 Dean of Instruction
1 2 3 Dean of Occupational Education
1 2 3 Dean of Community Services
1 2 3 Program Coordinator
1 2 3 Instructor
1 2 3 Students
1 2 3 Local Advisory Committee
1 2 3 Program Advisory Committee
1 2 3 State Advisory Council
1 2 3 Grange
1 2 3 Business & Industry
1 2 3 Labor Groups
1 2 3 School
1 2 3 Local Government
1 2 3 Community Groups
1 2 3 State Department of Education
1 2 3 State Coordinating Agency
1 2 3 State Agency for Vocational Education
1 2 3 Needs Assessment--Local
1 2 3 Needs Assessment--District
1 2 3 Employment Forecasts
1 2 3 Census Data

_)

MENT

ns.

RSE?
d)

_)

i. Conducting student follow-up studies for occupational outreach courses?

1 2 3 Board
1 2 3 President
1 2 3 Dean of Instruction
1 2 3 Dean of Occupational Education
1 2 3 Dean of Community Services
1 2 3 Program Coordinator
1 2 3 Instructor
1 2 3 Students
1 2 3 Local Advisory Committee
1 2 3 Program Advisory Committee
1 2 3 State Advisory Council
1 2 3 Grange
1 2 3 Business & Industry
1 2 3 Labor Groups
1 2 3 School
1 2 3 Local Government
1 2 3 Community Groups
1 2 3 State Department of Education
1 2 3 State Coordinating Agency
1 2 3 State Agency for Vocational Education
1 2 3 Needs Assessment--Local
1 2 3 Needs Assessment--District
1 2 3 Employment Forecasts
1 2 3 Census Data

j. Evaluating teaching staff for occupational outreach courses?

1 2 3 Board
1 2 3 President
1 2 3 Dean of Instruction
1 2 3 Dean of Occupational Education
1 2 3 Dean of Community Services
1 2 3 Program Coordinator
1 2 3 Instructor
1 2 3 Students
1 2 3 Local Advisory Committee
1 2 3 Program Advisory Committee
1 2 3 State Advisory Council
1 2 3 Grange
1 2 3 Business & Industry
1 2 3 Labor Groups
1 2 3 School
1 2 3 Local Government
1 2 3 Community Groups
1 2 3 State Department of Education
1 2 3 State Coordinating Agency
1 2 3 State Agency for Vocational Education
1 2 3 Needs Assessment--Local
1 2 3 Needs Assessment--District
1 2 3 Employment Forecasts
1 2 3 Census Data

2. Does the college currently use a commercially developed planning system?

____No
____Comprehensive Analytic Methods for Planning University Systems (CAMPUS) developed by Systems Research Group (SRG)
____Resource Requirement Prediction Model (RRPM) developed by NCHEMS
____Computer-Assisted Planning for Small Colleges(CAP:SC) developed by Peat, Marwick, Mitchell and Company
____Higher Education Long-Range-Planning Translator (HELP-Plantran) developed by the Midwest Research Institute
____Cost Estimation Model (CEM) developed by NCHEMS
____Other commercially developed planning model, specify

(____)

Goal Development

3. Have institutional goals been formulated for providing outreach services?

____No
____Outreach services generally
____Occupational outreach specifically

4. Have the institutional goal(s) for occupational outreach been placed in a goals hiearchy?

____Yes
____No

5. Where in the institutional goal hiearchy are outreach services located?

____High priority
____Middle priority
____Low priority

6. What was the primary generation source for outreach services goals? (Rank the top 2 answers.)

____College policy for equity of services throughout the district
____Local community demand
____Labor requests for services at a specific location
____Business request for services at a specific location
____A needs assessment survey
____Recommendations from advisory committees
____Faculty suggestions
____Student requests
____Other, specify (____)

7. What was the sequence of steps taken in establishing goals for outreach services? Number "1" being first step, etc. (Omit those not relevant.)

____Identification of district needs
____Identification of special groups needs
____Prediction of total student enrollment numbers
____Prediction of student enrollments by program
____Prediction of students enrollments by site
____Identification of alternate modes of serving target groups
____Analysis of benefits and outcomes
____Analysis of within-district equity of opportunity and access
____Analysis of costs
____Choice of preferred alternatives by decision-makers

8. What measurable outcomes are used to formulate goals for occupational outreach services?

____None
____Number of student completions
____Skill or competency-levels to be achieved
____Meeting enrollment projections
____Equity of service to district sub-groups (minorities, specific towns, etc.)
____Other, specify (____)

---

ormat
ess
weeks
ks
uarter
it?
r entry
________)
ENROLLMENT
itations.
ents is
REMENTS
THE COURSE?
required)
est(s)
fy
________)

9. To what degree has the college established a goal for the proportion of students in occupational courses to be served in outreach locations?

____No goal
____Yes, maximum ____% to be served in outreach locations
____Yes, minimum ____% to be served in outreach locations
____Yes, other, specify (____)

Need

10. What are the primary ways the need for adult occupational outreach course locations are determined? (Rank the top three sources, letting "1" be first choice.)

____Needs observed by college administrators or the college board of trustees
____Needs observed by occupational program advisory committees
____Needs observed by local community advisory committees
____Needs as indicated by a general survey of the district population
____Needs as indicated by surveys of individual communities
____Needs as indicated by surveys of special groups (handicapped, limited English speaking, elderly, etc.)
____Needs as indicated by business or industries
____Needs as indicated by labor unions
____Needs as indicated by enrolled students
____Needs as indicated by follow-up studies

11. After the college has identified a variety of needs, how are they prioritized? (Rank all that you use, "1" being the most used.)

____Delphi technique
____Relationship to demographic information
____Relationship to employment trends district-wide
____Relationship to employment trends state-wide
____Relationship to cohort studies
____
____Relationship to class progressions
____Time series regression techniques
____Our college doesn't prioritize goals
____Other, specify (____)

Policy

12. *Has the college established a policy for all students to be served in campus-based programs and in outreach services?*

____*No*
____*Yes*

13. *Has the college established a policy for determining the relative proportion of preparatory and supplemental occupational programs to be offered?*

____*No*
____*Yes, maximum _____% of total occupational education is supplementary (rest is preparatory)*
____*Yes, minimum _____% of total occupational education is supplementary (rest is preparatory)*

14. *Does the college have an overall written policy for articulating adult occupational outreach courses with campus-based occupational programs? (Indicate all that apply)*

____*No such policy*
____*Yes, _____% (approximate) of outreach occupational courses do not articulate with campus-based occupational programs*
____*Yes, _____% (approximate) of outreach occupational courses are integral to campus-based occupational programs*
____*Yes, _____% (approximate) of outreach occupational courses are introductory to campus-based occupational programs*
____*Yes, _____% (approximate) of outreach occupational courses constituted a complete program at an outreach site*
____*Yes, other type of goal, specify*

(____)

Evaluation

15. What criteria are primarily used to determine the benefits accrued from outreach courses? (Check all that apply.)

____ Achievement tests (standardized)
____ Student satisfaction
____ Specific skill attainment
____ Number of course or program completions
____ Attrition rates
____ Income levels
____ Employer satisfaction
____ Community measures (increased standard of living, etc.)
____ Placement rates
____ Other, specify (________________________________)

16. What criteria are used to measure the quality of all college vocational programs? (Check all that apply.)

____ Peer group contacts
____ Student-faculty extracurricular contact
____ Teaching methods
____ Class size
____ Lecture-discussion-laboratory orientation
____ Media use
____ Cooperative education, practicum experiences
____ Adequacy of noninstructional facilities
____ Admissions requirements and standards
____ Grading and retention policies
____ Counseling and guidance services
____ Educational advisement
____ Placement rates
____ Other, specify (________________________________)

17. What criteria does your college use to measure the quality of outreach courses and programs? (Check all that apply.)

____Peer group contact
____Student-faculty extracurricular contact
____Teaching methods
____Class size
____Lecture-discussion-laboratory orientation
____Media use
____Cooperative education, practicum experiences
____Adequacy of noninstructional services
____Grading and retention policies
____Counseling and guidance services
____Educational advisement
____Other, specify (____)

18. What kinds of costs does the college use to evaluate alternative modes of providing services to outreach target groups? (check all that apply.)

___College costs
___Personal costs (costs to student)
___Community costs (taxes)
___Cooperating agency costs (in-kind contributions)
___Other, specify (____)

Program Planning

19. Is overall occupational program planning based on a forecast of the percent of students articulating to four year technical programs at other institutions?

____No
____Campus programs only
____Outreach programs included
____Other planning procedures, specify (______________________)

20. Is adult occupational outreach planning based on a forecast of the percentage of students articulating from outreach occupational courses to 4-year technical programs at other institutions?

____No
____Planning procedures do not establish percentage of students articulated
____Percentage of students who currently transfer from college outreach courses to 4-year programs at other institutions
____Other planning procedure, specify

(____)

21. Has this institution developed a district-wide master plan for:

Yes	No	
___	___	Over-all college programs?
___	___	Total vocational programs?
___	___	Outreach vocational programs?

22. Give the last date each master plan was revised.

__________Over-all
__________Vocational
__________Outreach

23. Check which plan specifies district goals for outreach services:

____Over-all
____Vocational
____Outreach

24. *For which of the following does the institutional master plan set institutional goals and priorities? (Check all that apply.)*

____New delivery systems for outreach services
____New approaches to measuring student progress
____Adjusted relationship to the state board or state department of education
____Relationship to principle businesses and industries
____Relationship to principle unions
____Relationship to principle groups within district communities

25. *To what date (year) are the obove priorities and goals projected?*

______________Master plan
______________Vocational plan
______________Outreach plan

26. *What elements are included in the long-range planning documents? (Check all that apply.)*

____Overall enrollment projections
____Enrollment projections for occupational programs
____Enrollment projections for part-time students
____Enrollment projections for adult occupational students
____Enrollment projections for outreach sites
____Criteria for outreach site location
____Budget projections for individual outreach site locations

27. *What elements are included in the institution's on-going information system? (Check all that apply.)*

____*No data information system*
____*Resources for outreach sites*
____*Activities for outreach sites*
____*Outcomes for outreach sites*
____*Resources for individual occupational programs*
____*Activities for individual occupational programs*
____*Outcomes for individual occupational programs*

28. *Does the institution's information system provide data appropriate for planning and development of outreach programs?*

____*Yes*
____*No*

29. *Which information classification system is used by the institution? (Check all that apply.)*

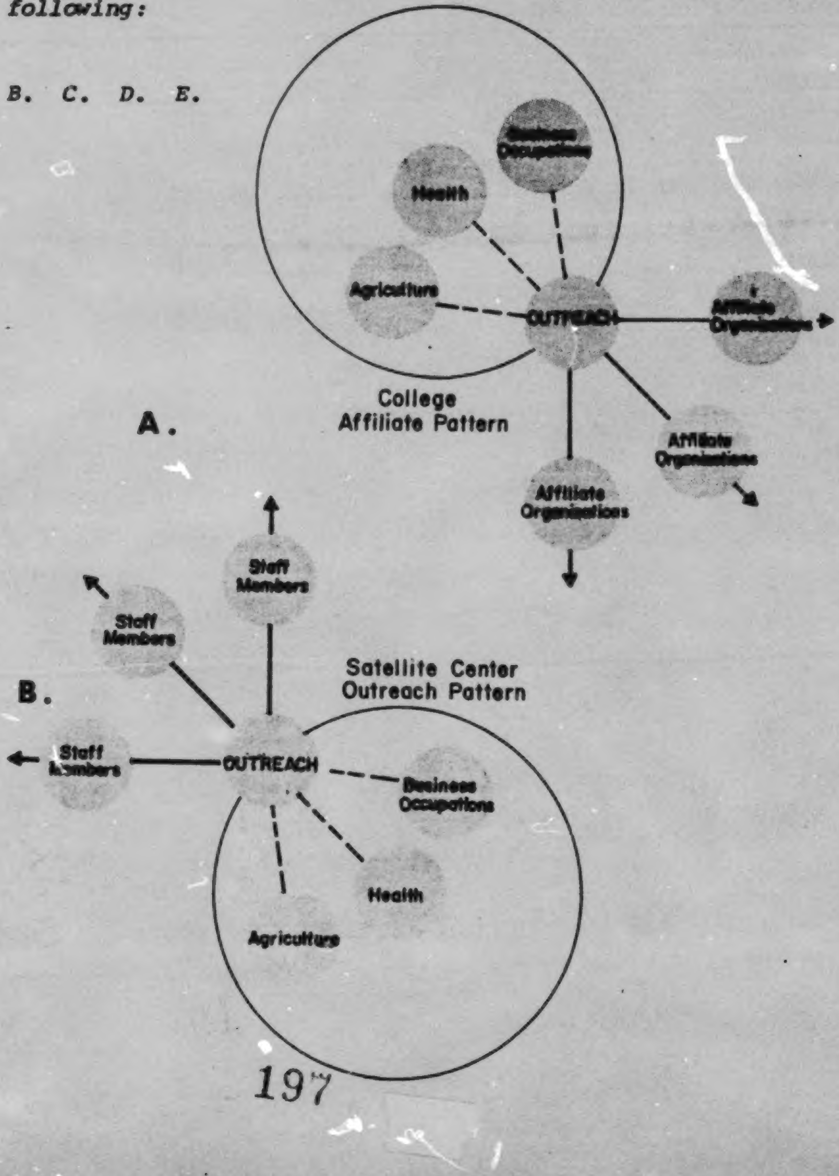
____*NCHEMS (Program Classification Structure) system*
____*College and University Business and Administration (CUBA) manual*
____*Locally developed system*
____*Other, specify (____)*

Local districts
may have their
own outreach programs
and not go through
NIC especially if
no assistance is needed
either administratively or
instructionally

30. *Which of the following best illustrates the patterns used by your college for outreach services?*

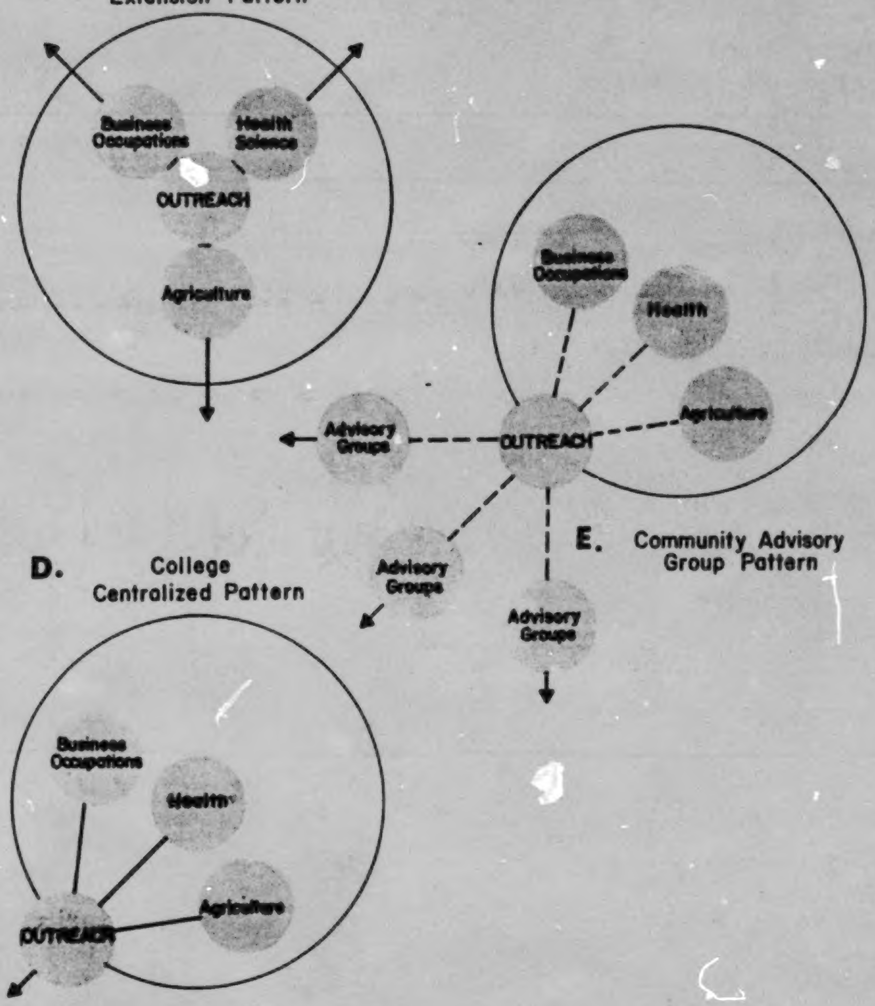
Circle one of the following:

A. B. C. D. E.


Business Occupations
Health
Agriculture
OUTREACH
Affiliate Organizations
Affiliate Organizations
Affiliate Organizations
A.
Staff Members
Staff Members
Staff Members
B.
OUTREACH
Business Occupations
Health
Agriculture

A. College Affiliate Pattern

B. Satellite Center Outreach Pattern



C. Divisional or Departmental Extension Pattern

D. College Centralized Pattern

E. Community Advisory Group Pattern

Business Occupations
Health Science
OUTREACH
Agriculture
Business Occupations
Health
Agriculture
OUTREACH
Advisory Groups
Advisory Groups
Advisory Groups
Business Occupations
Health
Agriculture
OUTREACH

Selection of Advisory Committees

31. How are the following types of advisory committees selected?

a. District Wide Committee (selected by)

____No advisory committee
____Director of Vocational Education
____Ad Hoc Committee from community
____Combination of director of vocational education or adult education and ad hoc committee
____Instructor
____Existing Advisory Committee Members
____College president
____Dean of Instruction
____Other, specify (______________________________)

b. Local committee (selected by)

____No advisory committee
____Director of Vocational Education
____Ad Hoc Committee from community
____Combination of director of vocational education or adult education and ad hoc committee
____Instructor
____Existing Advisory Committee Members
____College president
____Dean of Instruction
____Other, specify (______________________________)

c. Program/course committee (selected by)

____No advisory committee
____Director of Vocational Education
____Ad Hoc Committee from community
____Combination of director of vocational education or adult education and ad hoc committee
____Instructor
____Existing Advisory Committee Members
____College president
____Dean of Instruction
____Other, specify (____)

d. Combination committee (selected by)

____No advisory committee
____Director of Vocational Education
____Ad Hoc Committee from community
____Combination of director of vocational education or adult education and ad hoc committee
____Instructor
____Existing Advisory Committee Members
____College president
____Dean of Instruction
____Other, specify (____)

e. Joint Apprenticeship and Training Council (selected by)

____No advisory committee
____Director of Vocational Education
____Ad Hoc Committee from community
____Combination of director of vocational education or adult education and ad hoc committee
____Instructor
____Existing Advisory Committee Members
____College president
____Dean of Instruction
____Other, specify (____)

Advisory Committees

32. *How many meetings per year do each of the following types of advisory committees have for occupational outreach courses?*

	Number of meetings per year during the last year						
Variable	1-2	3-4	7-8	9-10	11-12	More than 12	Advisory Committees
							District wide
							Local community committee for each program location
							Program advisory committee:
							Agriculture
							Business & Office
							Health
							Home Economics
							Marketing & Distribution
							Trades & Industries
							Technical
							Joint Apprenticeship & Training Council
							Other, specify (____________________)

33. *What is the duration of term for each member of the following types of advisory committees for your occupational outreach programs?*

	Duration of Term						
None	Less than 1 year	1	2	3	4 or more	Varies	Advisory Committee
							District wide
							Local community committee for each program location
							Program advisory committee:
							Agriculture
							Business & Office
							Health
							Home Economics
							Marketing & Distribution
							Trades & Industries
							Technical
							Joint Apprenticeship & Training Council
							Other, specify (____________________)

34. *What is the make-up of your advisory committee?*

AG = Agriculture
BO = Business and Office
H = Health
HE = Home Economics (wage earning only)
M = Marketing and Distribution
TI = Trades, Industries and Industrial
T = Technical

Type of Person	*District wide*	*Local for each location*	*Program Advisory Committee*							
			AG	*BO*	*H*	*HE*	*M*	*TI*	*T*	*Other*
Person employed in large business in areas concerned										
Person employed in small business in areas concerned										
Administrator in areas concerned										
Member of Labor Union										
School Administrator										
Teacher of course										
Member of service organization (Rotary, Lions, Chamber of Commerce, etc.)										
Parent										
Student										
Officer in Joint Apprenticeship & Training Council										
Non-officer appointed by Joint Apprenticeship & Training Council										

Follow-up Studies

35. The following follow-up studies are conducted:

AG = Agriculture
BO = Business and Office
H = Health
HE = Home Economics
M = Marketing and Distribution
TI = Trades, Industries and Industrial
T = Technical

3

Studies [illegible]	AG	BO	H	HE	M	TI	T
Yearly							
Six months after completing course							
Three years after completing course							
Five years after completing course							
Written form devised by local community college							
Written form devised by state agency							
Infrequently done; not required							
None							

Fiscal Planning

36. How frequently have over-all college fiscal planning studies been conducted at this college? (Check all that apply.)

______ 1969-70
______ 1970-71
______ 1971-72

______ 1972-73
______ 1973-74
______ 1974-75

______ 1975-76
______ 1976-77
______ 1977-78 (projected)

37. Does the institution's method for calculating the costs for campus-based and outreach courses differentiate:

By program	By site	
______	______	costs for classroom instruction
______	______	costs for laboratory instruction
______	______	costs for field activities and cooperative education

38. How does the college calculate the average costs for a specific period for each off-campus site?

___________Average costs per site
___________Average cost per occupational program district-wide
___________Incremental costs ensured for each student added to a program
___________Other, specify (____)

39. How does the college calculate expenditures?

___________By campus and by each outreach site
___________By each occupational program
___________No distinction by program or site
___________Other, specify (____)

40. Where are occupational outreach course budgets included?

____As a part of outreach site budget
____As a part of adult and continuing education budget
____Part of general vocational budget
____As a part of the general college budget
____Other, specify (____)

41. Which of the following types of costs and data are used for final decisions to establish or terminate outreach courses? (please check only one in each column)

Costs	Data
____Total activity costs	____Multi-year data
____Average activity costs	____Single year data
____Incremental activity costs	____Quarter or semester data
____Other	____Other

[redacted]

42. *Which of the following types of costs and data are used to determine cost-efficiency of outreach activities? (please check only one in each column)*

Costs

____*Total activity costs*
____*Average activity costs*
____*Incremental activity costs*
____*Other*

Data

____*Multi-year data*
____*Single year data*
____*Quarter or semester data*
____*Other*

43. *What are the bases for occupational enrollment predictions for outreach sites? (Check all that apply.)*

____*Land use studies*
____*Census surveys*
____*Needs assessments*
____*Past enrollments at site*
____*Informal community requests*
____*Business/labor estimates*
____*Employment projections*
____*Other, specify*
(________________________)

44. *Which of the following methods do you use to determine cost-efficiency of outreach activities? (Check all that apply.)*

____*Regression analysis*
____*Linear programing*
____*Cost benefit analysis*
____*Other, specify (____________________________________)*

45. *If your answer is "c" to number 44 -*

a. *Is cost benefit analysis in planning adjusted for time over the number of years from planning to implementation?*

____*Yes*
____*No*

b. *Is cost benefit analysis of outreach programming adjusted to the college priorities for extending educational opportunities?*

____*Cost of site is generally the first concern*
____*Equity of access within the district population is generally the first concern*

Part 2: Information Systems

1. *List an important decision you made in each of the following categories during the last year in regard to adult vocational education.*

Decision #1 (Program Planning) ____

Decision #2 (Facilities) ____

Decision #3 (Personnel) ____

2. For each decison, I used the following kinds of information (check all that are appropriate):

Program Planning	Facilities	Personnel	
______	______	______	Local student admissions data
______	______	______	District student admissions data
______	______	______	State student admissions data
______	______	______	Local student enrollment data
______	______	______	District student enrollment data
______	______	______	State student enrollment data
______	______	______	Local employment forecasts
______	______	______	District employment forecasts
______	______	______	State employment forecasts
______	______	______	Local socio-economic characteristics
______	______	______	District socio-economic characteristics
______	______	______	State socio-economic characteristics
______	______	______	Local course completion data
______	______	______	College course completion data
______	______	______	State-wide course completion data
______	______	______	Local program completion data
______	______	______	College program completion data
______	______	______	State-wide placement data
______	______	______	Local follow-up and evaluation data
______	______	______	College follow-up and evaluation data
______	______	______	State-wide follow-up and evaluation dat
______	______	______	Local citizen needs assessment data
______	______	______	District citizen needs assessment data
______	______	______	State-wide citizen needs assessment dat
______	______	______	Local staffing information
______	______	______	District staffing information
______	______	______	State-wide staffing information

2. *Continued*

_______ __________ _________ *Cost per student data*
_______ __________ _________ *Cost per course data*
_______ __________ _________ *Cost per FTE data*

3. *To obtain the data checked above, I used the following sources (rank the top five, letting "1" be highest):*

____*State management information system*
____*College management information system*
____*College admissions and enrollment records (not compiled)*
____*College admissions and enrollment reports*
____*College placement data (not compiled)*
____*District needs assessment data (not compiled)*
____*District needs assessment reports*
____*County or regional planning commission reports*
____*Census--published reports*
____*Census tape data*
____*Local employment service data*
____*State occupational forecasting information*
____*Outreach site fiscal data*
____*College fiscal data (not compiled)*
____*College fiscal reports*
____*State fiscal reports*
____*State plan for vocational education*

[redacted]

4. *For these three decisions, I needed the following kinds of information (check all that are appropriate):*

Program Planning	*Facilities*	*Personnel*	
			Local student admissions data
			District student admissions data
			State student admissions data
			Local student enrollment data
			District student enrollment data
			State student enrollment data
			Local employment forecasts
			District employment forecasts
			State employment forecasts
			Local socio-economic characteristics
			District socio-economic characteristics
			State socio-economic characteristics
			Local course completion data
			College course completion data
			State-wide course completion data
			Local program completion data
			College program completion data
			State-wide placement data
			Local follow-up and evaluation data
			College follow-up and evaluation data
			State-wide follow-up and evaluation data
			Local citizen needs assessment data
			District citizen needs assessment data
			State-wide citizen needs assessment data
			Local staffing information
			District staffing information
			State-wide staffing information

4. Continued

________ ________ ________ Cost per student data
________ ________ ________ Cost per course data
________ ________ ________ Cost per FTE data

Availability of Information

Using the following scale, circle the responses which best reflect your opinion:

SD = Strongly disagree (1)
D = Disagree (2)
NO = No opinion (3)
A = Agree (4)
SA = Strongly agree (5)

	SD	D	No Opinion	Agree	SA
5. For the decisions I made this year regarding adult vocational education, the present management information system supplied most of the needed information.	1	2	3	4	5
6. By and large, I had to dig to find the information I needed for decisions on adult vocational education.	1	2	3	4	5

Availability of Information - Continued

7. One comprehensive management information system would (or does) provide most of the data for the decision-making needs of my job. 1 2 3 4 5

8. A flexibly designed management information system, where certain parts of the decision system are fixed in advance while others are not, is needed for our college planning. 1 2 3 4 5

9. Kinds of decision to be made and the information needed to make them cannot be predicted in advance. 1 2 3 4 5

Use of Information

10. A management information system should be useful only for routine decisions about operations in adult vocational education. 1 2 3 4 5

11. A management information system should be useful for policy analysis within our college. 1 2 3 4 5

12. If our management staff keeps changing, our management information needs would not be adequately served by one on-going system. 1 2 3 4 5

13. The present management information system help us improve planning, evalution, and management of adult vocational programs and courses. 1 2 3 4 5

Use of Information - Continued

14. *The present management information system provides cost and resource information useful to college program planning for adult vocational education.* 1 2 3 4 5

15. *All we need is automation of our present local college records system.* 1 2 3 4 5

16. *The information required by the state government on adult vocational education is also useful for program development, planning and evaluation.* 1 2 3 4 5

17. *Analysts in charge of the current management information system regularly solicit information on management research and data needs of local college users.* 1 2 3 4 5

18. *A conceptual model is needed as a basis for management information system output.* 1 2 3 4 5

Assessment of Adult Vocational Education

ADMINISTRATIVE FUNCTIONS SURVEY

Part 3: Facilities and Equipment for Outreach Sites

FILL OUT FOR EACH OUTREACH SITE where adult occupational programs are offered.

College ____

Outreach Site (e.g. town) ______________________________

Participants: College ______________________________

____

AAVE ______________________________

____

Date ________________

1. Method of Obtaining Space

Space	Check (✓) Method of Obtaining Space					
	None	Owned	Shared	Rental	Borrowed	Central Campus
Admin. Offices						
Library						
Media Center						
Classrooms						
Faculty Offices						
Technical Labs						
Student Center						
Theater, Auditorium						
Guidance Offices						
Other, Specify ______						

2. Type of Space

Space	Check (✓) Type of Space					
	Public School	Hospital	Public Bldg.	Business Est.	Private Bldg.	Mobile
Admin. Offices						
Library						
Media Center						
Classrooms						
Faculty Offices						
Technical Labs						
Student Center						
Theater, Auditorium						
Guidance Offices						
Other, specify ______						

For Question 3-6, use the following scale:

5 = Very important
4 = Somewhat important
3 = Undecided
2 = Somewhat unimportant
1 = Very unimportant

3. Needed Additional Facilities

How important would to have additional _facilities_ (labs or classrooms) for an adequate program in each of the following areas?

____ Agriculture
____ Home Economics
____ Health Occupations
____ Merchandising & Distribution
____ T & I
____ Technical
____ Business & Office

4. Needed Additional Equipment from $200 to $1,000

For each vocational area, how important would it be to have additional _equipment_ (equipment ranging from $200 to $1,000) which are not now available for your use in the outreach area?

____ Agriculture
____ Home Economics
____ Health
____ Merchandising & Distribution
____ T & I
____ Technical
____ Business & Office

5. Needed Additional Equipment Over $1,000

For each vocational area, how important would it be to have addition-equipment in excess of $1,000 which are not now available for your use in the outreach area?

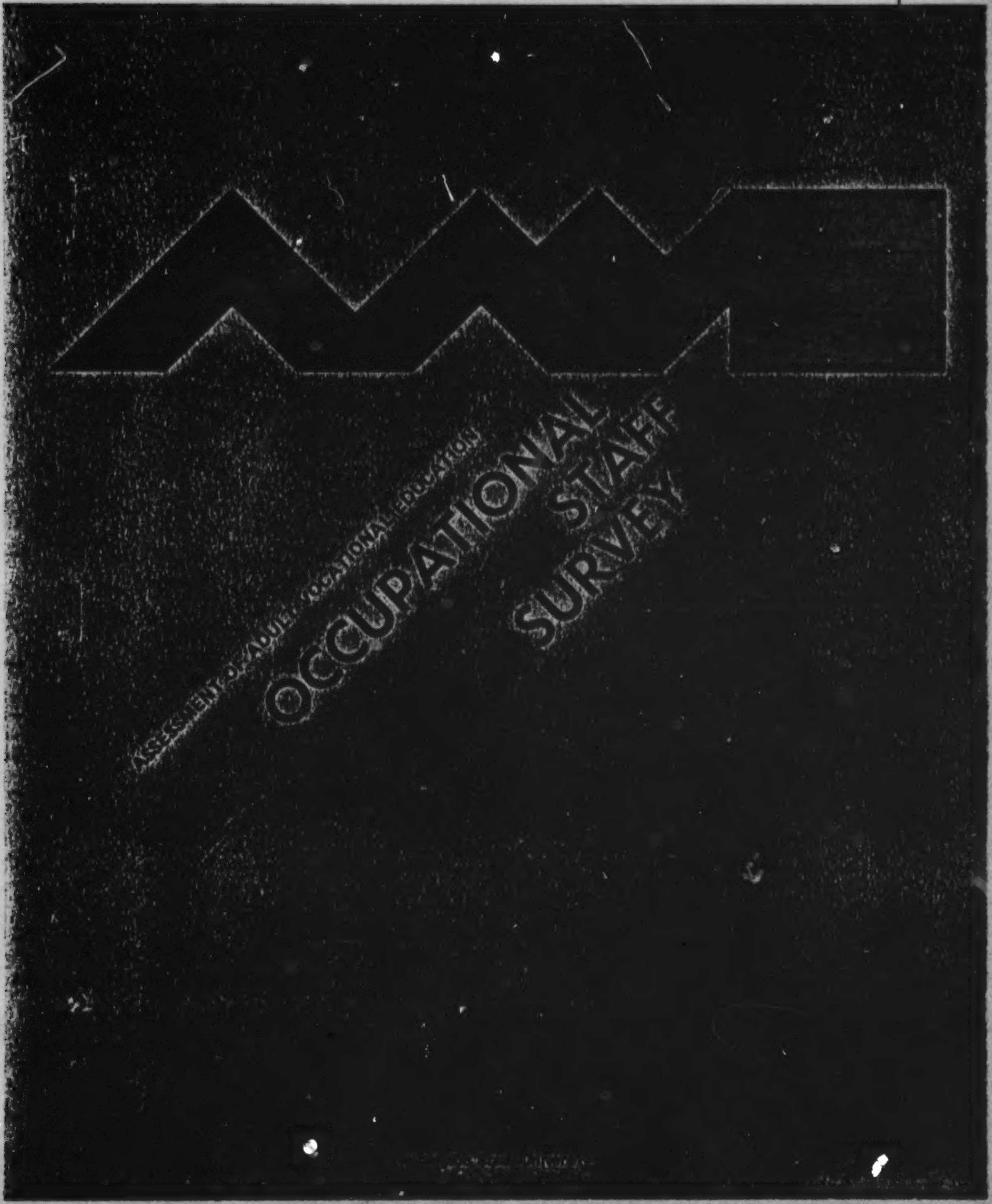
____ Agriculture
____ Home Economics
____ Health
____ Merchandising & Distribution
____ T & I
____ Technical
____ Business & Office

6. Needed Additional Supplies from $200 to $1,000

For each vocational area, how important would it be to have additional supplies ranging from $200 to $1,000 which are not now available for your use in the outreach area?

____ Agriculture
____ Home Economics
____ Health
____ Merchandising
____ T & I
____ Technical
____ Business & Office

Washington State University



ASSESSMENT OF ADULT VOCATIONAL EDUCATION

OCCUPATIONAL STAFF SURVEY

OCCUPATIONAL STAFF SURVEY

1-2. Please list the occupational course(s) you taught last year*:

____

Location(s)--town or site: ________________________

____

For the remaining questions, please circle the appropriate response(s)

3. I am:

(1) Female
(2) Male

4. My age is:

(1) 20-29 years
(2) 30-39 years
(3) 40-49 years
(4) 50-59 years
(5) 60 years or older

5. My race/ethnic background is:

(1) American Indian
(2) Asian-American
(3) Black
(4) Caucasian (white)
(5) Spanish surmane/Chicano
(6) Other, please specify ________________________

---

*Between September, 1976, and June, 1977

6. *The highest academic degree or diploma I hold is:*

(1) High school diploma or GED
(2) Associate degree
(3) Bachelor's degree
(4) Master's degree
(5) Education specialist
(6) Doctorate
(7) Professional degree
(8) No degree or diploma

7-11. *Do you hold valid occupational certification, licensure, or registration? (Circle all that apply)*

(1) Yes, I am certified by the community college where I teach.
(2) Yes, I am certified by the state in which I teach
(3) Yes, I hold an apprenticeship certificate
(4) Yes, I am certified, licensed or registered by the professional organization to which I belong.
(5) Yes, I am certified, licensed or registered by an agency or agency or organization other than those listed above. (Please specify granting agency ____________________
____)
(6) No

12. *The amount of work experience (non-teaching) I've had that is related to the occupational course I taught last year* is:*

(1) Less than 1 year of experience
(2) 1 year, but less than 2 years of experience
(3) 2-5 years of experience
(4) 6-10 years of experience
(5) More than 10 years of experience
(6) No work experience related to occupation

**Between September, 1976, and June, 1977*

13-21. Prior to the adult occupational course(s) I taught last year*, my teaching experiences included:

(1) Practice teaching/internship
(2) Secondary teaching experience
(3) Elementary teaching experience
(4) Community college teaching experience
(5) Four-year college or university teaching experience
(6) Private school teaching experience
(7) Military teaching experience
(8) Other teaching experience, please specify ________________

____

(9) No teaching experience prior to the occupational course(s) I taught last year

22. Prior to the adult occupational course(s) I taught last year*, the amount of previous teaching experience I've had is:

(1) Less than 1 year of experience
(2) 1 year, but less than 2 years of experience
(3) 2-5 years of experience
(4) 6-10 years of experience
(5) More than 10 years of experience
(6) No previous teaching experience

23. Before the past school year*, the number of vocational courses I have taught for this community college in off-campus locations is:

(1) none
(2) 1-3
(3) 4-6
(4) 7-9
(5) 10 or more

*Between September, 1976, and June, 1977

24-33. *Do you feel the need for training in the methods and materials of instruction?*

(1) Yes
(2) No

If such training were available, which of the following should be included? (Circle those you feel are most needed)

(1) Writing learning objectives for students
(2) Developing audio-visual self-study materials
(3) Applying what is known about how people learn to the way we teach
(4) Evaluating the effectiveness of various methods of teaching
(5) Applying research findings on teaching and learning
(6) Developing programs for disadvantaged students (slow learners and other learning problems)
(7) Dealing with different learning rates of students
(8) Developing and using individualized instructional materials
*(9) Other (specify)*____
(10) None needed

34. *During the past school year*, how many total clock hours did you teach in off-campus vocational courses for the community college?*

(1) 179 clock hours or less
(2) 180-359 clock hours
(3) 360-539 clock hours
(4) 540-719 clock hours
(5) 720-899 clock hours
(6) 900-1079 clock hours
(7) 1080 clock hours or more

35. *For the past school year*, which did you consider your employment with the community college to be?*

(1) Full time
(2) Part time

**Between September, 1976, and June, 1977*

36. For the first [illegible] or semester you taught [illegible] were you appointed on a [illegible]?

(1) full time
(2) regular part-time (contract)
(3) part-time (appointed each quarter or semester) 2
(4) irregular (for less than one term or substitute [illegible])
(5) overload

37. In addition to teaching for the community college, do you have another job?

(1) Yes, go on to question 38.
(2) No, skip to question 40.

38-39. In reference to your other job (from question 37), please answer the following questions:

(1) In my other job, I am employed:

(1) full time
(2) part time

(2) The nature of my other employment is:

(1) teaching at the K-12 level
(2) teaching on campus for this community college
(3) teaching in another community college
(4) teaching in a four-year college or university
(5) other teaching (specify) ______
(6) non-teaching employment with a public agency
(7) non-teaching employment with a private agency or business
(8) other non-teaching (specify) ______

40. Between September, 197[illegible] [illegible]

[illegible] How do you describe your employment, [illegible]

(1) Primary employment
(2) Secondary employment
(3) [illegible]
(4) Special interest
(5) Other (specify) ______________________________

Please fold this survey form and return it to [illegible] State University in the enclosed envelope.

THANK YOU VERY MUCH FOR YOUR HELP

ASSESSMENT OF ADULT VOCATIONAL EDUCATION

ADULT VOCATIONAL INTEREST SURVEY

Washington State University

College District ☐☐ County ☐☐ Census Division ☐☐

ADULT VOCATIONAL INTEREST SURVEY

I. ADULT EDUCATION INTEREST

1-2. *As a taxpayer, you are helping to pay for a community college in your area. A purpose of the college is to offer courses and activities of interest to local citizens. Here is a list of vocational subjects. Please help us determine what subjects are of greatest interest to you.*

From the following list, circle one or two you'd be most likely to take courses in.

VOCATIONAL SUBJECTS

AGRICULTURAL OCCUPATIONS

101. Agriculture-related Business (supplies & services, mechanics, etc.)
102. Crops
103. Farm Management
104. Livestock
105. Ornamental Horticulture
106. Other Agriculture

BUSINESS AND OFFICE OCCUPATIONS

201. Accounting and Bookkeeping
202. Business Data Processing
203. Filing, Office Machines, Clerical
204. Small Business Management
205. Steno., Secretarial, & Related
206. Supervision & Administration
207. Other Business and Office

HEALTH OCCUPATIONS

301. Dental Specialties
302. Medical Laboratory Specialties
303. Medical Records
304. Medical Therapy Specialties (respiration therapy, physical therapy, etc.)
305. Nursing
306. Other Health Occupations (mortuary science, veterinary science, mental health, etc.)

HOME ECONOMICS OCCUPATIONS

401. Child & Family Care
402. Clothing & Textiles
403. Consumerism
404. Foods & Nutrition
405. Home Management
406. Other Home Economics Occupations

MARKETING & DISTRIBUTION OCCUPATIONS

501. Cashiering & Checking
502. Fashion & Apparel
503. Finance & Credit
504. Food, Lodging, Tourism
505. Real Estate, Insurance
506. Transportation
507. Other Marketing & Distribution (hardware, automotive, etc.)

TECHNICAL OCCUPATIONS

601. Electric/Electronic Technologies
602. Engineering Technologies (chemical, mechanical, civil, etc)
603. Environmental Technologies (wastewater treatment, environmental health, etc.)
604. Forestry/Forest Technologies
605. Fisheries, Marine Science, Oceanographic Technologies
606. Other Technologies

TRADE AND INDUSTRIAL OCCUPATIONS

701. Aircraft Maintenance, Operation, & Ground Operations
702. Appliance Repair
703. Auto & Small Engine Mechanics
704. Body & Fender Repair
705. Construction Trades (electricity, carpentry, plumbing, etc.)
706. Cottage Industries/Small-scale Crafts (leather, woodworking, glass, etc.)
707. Custodial Services
708. Fire Science
709. Graphics, Drafting, Photography
710. Heavy Equipment Maintenance/Operation
711. Law Enforcement/Legal Assistant
712. Metals and Other Materials
713. Personal Services (barber, beautician, etc.)
714. Radio & TV Broadcasting
715. Small Machine & Instrument Maintenance & Repair
716. Upholstery & Textiles
717. Other Trade and Industrial Occupations

I. ADULT EDUCATION INTEREST Continued

3-4. There are different reasons for taking classes. From the list below, circle one or two reasons you would take an adult education course.

(1) To train me for a new job
(2) To make me better at my present job
(3) For hobby or fun
(4) To help me complete the first two years of a 4-year college degree program
(5) For upper division or graduate level courses
(6) For high school completion courses or basic education courses
(7) Not interested in taking adult education courses. (If you have checked this item, skip to question 27 on page 6)

5. What is the furthest distance you would travel to take a course? (Circle one)

(1) 1- 5 miles
(2) 6-10 miles
(3) 11-15 miles
(4) 16-20 miles
(5) 21-25 miles
(6) 26-30 miles
(7) 31-35 miles
(8) 36-40 miles
(9) 41 miles or more

I. ADULT EDUCATION INTEREST Continued

6. How many hours per week would you use for your education including travel, homework, class time, etc.? (Circle one)

(1) 1- 4
(2) 5- 8
(3) 9-16
(4) 17-24
(5) 25-28
(6) 29-32
(7) 33 or more

7. What is the most you would pay? (Circle one)

(1) Nothing
(2) $ 1-$ 5
(3) $ 6-$10
(4) $11-$20
(5) $21-$30
(6) $31-$50
(7) $51-$70
(8) $71 or more

8-11. What is the best time of day for you to take classes? (Circle one or more)

(1) Mornings
(2) Afternoons
(3) Evenings
(4) Weekends

12-15. What is the best time of year for you to take classes? (Circle one or more)

(1) Fall
(2) Winter
(3) Spring
(4) Summer

I. ADULT EDUCATION INTEREST Continued

16. Courses can be taught for various lengths of time. How long do you want to spend on one course? (Circle one)

(1) Does not matter
(2) One day or less
(3) 2-3 days
(4) 4-5 days
(5) 6 days to 2 weeks
(6) More than 2 weeks but less than 3 months
(7) 3 months to 1 year

17-24. Circle the types of guidance and counseling you would be likely to use. (Circle as many as you would use)

(1) Services that will help me choose courses that fit my interest and abilities. Services that will help me find where those courses are offered.
(2) Services that will help me get credit for work I have done and things I have done outside of school.
(3) Services that will help me with personal problems.
(4) Services that will help me with career choices.
(5) Services that will help me find the money to go to college.
(6) Services that will help me find a new job.
(7) Activities in which I can join with other students for fun.
(8) Other services I would use (specify) ____________________

____

I. ADULT EDUCATION INTEREST Continued

25. How would you like your course to be graded? (Circle one)

(1) Grade A,B,C,D, or F
(2) Grade P(Pass) or F(Fail)
(3) Non-graded (non-credit)
(4) Don't care

26. Why would you choose one place over another to take an adul education course? (Circle one)

(1) Reasonable cost to me
(2) The course I want is offered there
(3) Convenient to me
(4) Like the students
(5) Like the instructors
(6) Other, specify (______________________________

II. EMPLOYMENT INFORMATION

27. I am: (Circle one)

(1) Self employed
(2) Employed by someone else
(3) In the military service
(4) Not employed

28. If you are not employed, are you: (Circle one)

(1) Involved in further training?
(2) Ill or disabled?
(3) A homemaker?
(4) Not interested in employment?
(5) Other reasons, specify(____________________________

II. EMPLOYMENT INFORMATION Continued

29. If you have a job, what type is it? (Circle one)

(1) Clerical (bookkeeper, bank teller, secretary, etc.)
(2) Craftsman (mechanic, machinist, cabinetmaker, heavy equipment operator, etc.)
(3) Farm laborer or farm foreman
(4) Farmer or farm manager
(5) Operative (gas station attendant, welder, parts assembler, etc.)
(6) Other laborer
(7) Other manager or administrator
(8) Private household worker (maid, gardener, etc.)
(9) Professional or technical (doctor, engineer, teacher, etc.)
(10) Sales worker (insurance, real estate, wholesale, retail, etc.)
(11) Service worker (police, fire, food service worker, etc.)
(12) Transport operator (bus, truck, taxi driver, etc.)

III. BACKGROUND INFORMATION

30. I am: (Circle one)

(1) Male
(2) Female

31. I am: (Circle one)

(1) Married
(2) Single

III. BACKGROUND INFORMATION

32. *My race/ethnic background is: (Circle one)*

(1) American Indian
(2) Asian-American
(3) Black
(4) Caucasian (white)
(5) Spanish surname/Chicano
(6) Other, specify (____________________)

33. *The number of dependents I have is: (Circle one)*

(1) None
(2) 1
(3) 2 or 3
(4) 4 or 5
(5) 6 or more

34. *How old are you? (Circle one)*

(1) 19 or younger
(2) 20-24
(3) 25-29
(4) 30-34
(5) 35-44
(6) 45-54
(7) 55-64
(8) 65 or older

35. *How many close relatives (sons, daughters, parents, wife, etc.) have had any education or training beyond high school? (Circle one)*

(1) None
(2) 1-2
(3) 3-4
(4) 5-6
(5) 6 or more

III. BACKGROUND INFORMATION Continued

36. How many years of school have you finished? (Circle the highest)

(1) Elementary: 0-4 years
(2) Elementary: 5-8 years
(3) High School: 1-3 years
(4) High School: 4 years
(5) College: 1-3 years
(6) College: 4 years
(7) College: 5 years or more
(8) Other education beyond high school. Specify the number of years. ____________

37. What was your family income in 1976? (Circle one)

(1) $ 5,999 and under
(2) $ 6,000-$ 8,999
(3) $ 9,000-$11,999
(4) $12,000-$14,999
(5) $15,000-$24,999
(6) $25,000 and above

38. Circle the item that best describes your family's income.

(1) Usually we have trouble making ends meet
(2) We have the basics, but not many luxuries
(3) We are comfortable, and have the average luxuries
(4) We are able to afford quite a few luxuries
(5) Cost is no object for anything we want to buy

39. How many motor vehicles do you own? (Circle one)

(1) None
(2) 1
(3) 2
(4) 3 or more

IV. YOUR OPINIONS

40. Circle the item which describes the amount of adult education within easy driving distance to you.

    (1) Lots of different courses are offered
    (2) Some courses are offered
    (3) Very few courses are offered
    (4) No courses are offered
    (5) I do not know

41. Circle the item which describes the cost of adult education courses in your area.

    (1) The cost is too much for most people
    (2) The cost is fair--most people could afford it
    (3) The cost is too low--taxes pay too much of the share
    (4) These courses should be free
    (5) I do not know

42. How well do the courses offered by the community college fit the needs of people in your area? (Circle one)

    (1) Very well
    (2) Good
    (3) Okay
    (4) Poor
    (5) Not at all
    (6) Do not know

43. What do people in your area think of the job your community college is doing? (Circle one)

    (1) Excellent
    (2) Very good
    (3) Okay
    (4) Not very good
    (5) Poor

IV. YOUR OPINION Continued

44. Describe what you like most and what you like least about your Community College.

(1) What I like most is: ________________________________

____

____

(2) What I like least is: ________________________________

____

____

45. How well do you think the schools and colleges in your area work together? (Circle one)

(1) They work together well
(2) They work together fairly well
(3) Sometimes the schools and colleges seem to offer the same courses
(4) They all seem to be doing the same thing
(5) I do not know

V. ADULT COURSES TAKEN

46. Since September, 1976, have you taken any adult education courses? (Circle one)

(1) Yes, full-time
(2) Yes, part-time
(3) No (If this is your answer, skip to item 65, page 13.)

V. ADULT COURSES TAKEN

47-53. Circle the types of adult education courses you have taken.

(1) Courses that trained me for a new job
(2) Courses which made me better at my present job
(3) Special interest courses (not for job training)
(4) Courses which helped me complete the first two years of a 4-year college degree program
(5) Upper division or graduate level courses
(6) High school completion courses, or basic education courses
(7) None of the above

54. While you were taking a course, how many hours per week did you spend (traveling, in class, studying, etc.)? (Circle one)

(1) 1- 4 hours per week
(2) 5- 8 hours per week
(3) 9-16 hours per week
(4) 17-24 hours per week
(5) 25-28 hours per week
(6) 29-32 hours per week
(7) 33 hours or more per week

55-64. Where did you take courses? (Circle the ones that apply)

(1) Community college campus
(2) Campus of state college (4-year program)
(3) At home through TV or correspondence courses
(4) At work through on-the-job training
(5) On the campus of a technical or trade school
(6) On the campus of a high school
(7) At a local government building
(8) At a local business or industry
(9) On the campus of a private school or college campus
(10) Other, specify (____________________________)

65. *From the following list, circle the subjects in which you have taken courses during the past 5 years:*

AGRICULTURAL OCCUPATIONS

101. Agriculture-related Business (supplies & services, mechanics, etc.)
102. Crops
103. Farm Management
104. Livestock
105. Ornamental Horticulture
106. Other Agriculture

BUSINESS AND OFFICE OCCUPATIONS

201 Accounting and Bookkeeping
202. Business Data Processing
203. Filing, Office Machines, Clerical
204. Small Business Management
205. Steno., Secretarial, & Related
206. Supervision & Administration
207. Other Business and Office

HEALTH OCCUPATIONS

301. Dental Specialties
302. Medical Laboratory Specialties
303. Medical Records
304. Medical Therapy Specialties (respiration therapy, physical therapy, etc.)
305. Nursing
306. Other Health Occupations (mortuary science, veterinary science, mental health, etc.)

HOME ECONOMICS OCCUPATIONS

401. Child & Family Care
402. Clothing & Textiles
403. Consumerism
404. Foods & Nutrition
405. Home Management
406. Other Home Economics Occupations

MARKETING & DISTRIBUTION OCCUPATIONS

501. Cashiering & Checking
502. Fashion & Apparel
503. Finance & Credit
504. Food, Lodging, Tourism
505. Real Estate, Insurance
506. Transportation
507. Other Marketing & Distribution (hardware, automotive, etc.)

TECHNICAL OCCUPATIONS

601. Electric/Electronic Technologies
602. Engineering Technologies (chemical, mechanical, civil, etc.)
603. Environmental Technologies (wastewater treatment, environmental health, etc.)
604. Forestry/Forest Technologies
605. Fisheries, Marine Science, Oceanographic Technologies
606. Other Technologies

TRADE AND INDUSTRIAL OCCUPATIONS

701. Aircraft Maintenance, Operation, & Ground Operations
702. Appliance Repair
703. Auto & Small Engine Mechanics
704. Body & Fender Repair
705. Construction Trades (electricity, carpentry, plumbing, etc.)
706. Cottage Industries/Small-scale Crafts (leather, woodworking, glass, etc.)
707. Custodial Services
708. Fire Science
709. Graphics, Drafting, Photography
710. Heavy Equipment Maintenance/Operation
711. Law Enforcement/Legal Assistant
712. Metals and Other Materials
713. Personal Services (barber, beautician, etc.)
714. Radio & TV Broadcasting
715. Small Machine & Instrument Maintenance & Repair
716. Upholstery & Textiles
717. Other Trade and Industrial Occupations

RECOMMENDATIONS FOR USE OF THE AAVE SURVEY INSTRUMENTS

Occupational Course Survey

The development of appropriate and valid survey instruments is a time consuming task, involving countless person-hours of writing, review, revision, testing, revision, and adaptation. Invariably, in spite of the effort invested, initial use of the final product reveals areas needing refinement. Following are the changes recommended for use of the Occupational Course Survey in any future application.

Beginning with the cover of the instrument, the first recommendation is to add space for the name of the college on the outside cover for easy reference. The college name, address, and the date could then be eliminated from the inside cover.

For most of the items dealing with outreach courses, the questions would be more useful if asked in a general way, with exceptions noted. For example, item 2--which reads, "Does this course focus on the needs of: Disadvantaged and/or Handicapped?"--could be changed to "Do any courses focus on the needs of the disadvantaged or handicapped? Please list." Another example would be item 6, where instead of marking the format for each course, as the item was written, the question could be changed to ask, "What formats are generally used (e.g. quarter courses, short courses, etc.)? Please summarize exceptions." Use of this instrument during site visits proved that most of the answers to items on the instrument varied not by course, but by college. Therefore, restructuring the questions into a more general format would be more in keeping with anticipated responses.

The only items which were found to vary significantly by course were enrollment figures (item #1), the number and times the course was offered per year (item #1), and the length of the course (item #5). In reference to these items, however, further modifications are recommended. First, the male/female breakdown was generally judged unreliable by college personnel in all three states, and probably should be eliminated unless reliable figures are available. Second, the total enrollment figures were found to be of questionable value and could also be eliminated--reliable figures were often difficult to obtain, and furthermore it was found that determining whether or not a course "makes" was more significant than what the enrollments were.

The site visitation teams concluded that some items on the instrument could be eliminated entirely without significantly affecting the usefulness of the instrument. The preparatory/supplemental breakdown on page one is repeated in item #10, and thus could be dropped from the first page. Item #14, referring to the history of the course in this location, was almost never completed because the information was too difficult to obtain. Item #19, which asked about accessibility of the location, invariably produced the same response, "accessible mainly by private car." Thus both items #14 and #19 could be eliminated.

Some additions to the instrument were also suggested. First, "Does the course information (shared with the site visitation team) include those contracted with the college by business and industry?" In some cases, contracted courses were not listed with regular course information. Second, "What percentage of courses 'make' in outreach areas?" This percentage varied considerably among colleges, depending to a large extent on the philosophy guiding the development of outreach courses. For example, some colleges offered a large number of classes, then cancelled those which lacked minimal enrollments (often a significant number). Others offered only those courses that were likely to attract at least minimum number of students, resulting in considerably fewer cancellations.

By changing the focus of most items from specific (by each course) to general (by each college), the time required to gather data with the occupational course survey would be reduced without a subsequent loss of usable data.

Occupational Program Survey

The items on this survey served the function for which they were intended. However, because the concept of "partial programs" was not found to be particularly useful in outreach areas, the items referring to partial programs may need to be revised.

Contract Services Survey

Because this survey was designed specifically for a few colleges in Oregon, it is probably useful only where districts provide services by contract to other towns, counties, or school districts. If it were to be used, however, it is suggested that the cost detail on each contract be dropped in favor of a total budget with a breakdown of income sources. (Part 2 of this instrument--concerning previous contracts, no longer in force which had been discontinued in the past three years--was found to be applicable in only one instance.

Administrative Functions Survey

The sections of this survey dealing with the influence of various individuals and groups with information for decision-making provided a good deal of useful information and could be used, with no major modifications, for either local or regional studies. The list of influencers could be modified to include those specific to a particular local situation. The same modification could be made of the list of information sources in the information section.

The sections of the survey which concern various program planning elements need some modification to be more useful. As the survey stands, it provides only some of the details about program planning practices. In order to be more inclusive, the items should ask for as much detail as possible, so that a complete understanding of administrative practices in these areas could be gained. Perhaps the best approach would be to make the items open-ended, so that respondents could provide details about how they administer and plan programs. Of course, open-ended items are very difficult to analyze if many people are responding. It might be possible therefore, to build closed items by analysis of one or two college's operations.

Occupational Staff Survey

This instrument provided the information needed and could be used elsewhere with little or no modification.

Adult Vocational Interest Survey

Experience indicated that it would have been useful to ask: 1) the reasons why respondents did not take courses, and 2) what barriers had precluded enrollment.

It is recommended that each community college look at specific items or groups of items developed for the questionnaire which might have practical use locally.

Many of the questions asked in the needs assessment instrument were required to accomplish project objectives. Individual community colleges desiring to conduct an adult vocational education needs assessment would not necessarily encounter the same time and data-gathering constraints imposed on a comparative research design like the AAVE project.

Survey items pertaining to income are sensitive, and a potential user of the instrument should weigh the need for these data against the potential for antagonizing the respondents. If one were to ask what courses residents would participate in and disregard what the person had done in the past, this would reduce the questionnaire response time needed and potentially increase the return rate.

APPENDIX B

Project Advisory Group

PROJECT ADVISORY GROUP

The Project Director called for the establishment of an advisory committee composed of two Project Advisory Groups for the purposes of advising the project staff on the revision and modification of the draft survey instruments. The PAGs consisted of two interstate teams. The membership on the PAGs came from the recommendation of the liaison officers to each project from each of the three state offices in charge of community college education. In the case of Washington, Oregon and Idaho, both individual college adult education directors, vocational education directors, and state office personnel were represented on the PAGs. The PAG groups were as follows:

PAG I

1. Mr. Steve Van Ausdle
Director, Vocational Education
Walla Walla Community College
Walla Walla, WA

2. Mr. Ray Harry
Vocational Education Specialist
Washington State Board for
Community College Education
Olympia, WA

3. Mr. Larry Lannigan
Vocational Education Branch
Idaho State Department of
Education
Boise, ID

4. Mr. Alvin Leach
Dean, Community Education
Chemeketa Community College
Salem, OR

5. Mr. Elton Chase
Director, Vocational Education
Clark College
Vancouver, WA

PAG II

1. Mr. Larry O'Rourke
Director, Adult and Vocational
Education
Blue Mountain Community College
Pendleton, OR

2. Dr. Jewell Manspeaker
Division of Community College
Education
Oregon State Department of
Education
Salem, OR

3. Mr. Orvil Bradley
Director, Vocational Education
College of Southern Idaho
Twin Falls, ID

4. Dr. Edwin Hill
Director, Adult and Continuing
Education
Wenatchee Valley College
Wenatchee, WA

APPENDIX C

Participating Colleges and Cooperating Administrations

PARTICIPATING COLLEGES AND COOPERATING ADMINISTRATORS

College of Southern Idaho
President: Dr. James Taylor
Liaison: Orval Bradley, Director
Area Vocational & Tech. School

North Idaho College
President: Dr. Barry Schuler
Liaison: Ron Rodgers, Coordinator
Adult Vocational Education

Blue Mountain Community College
President: Dr. Ronald Daniels
Liaison: Larry O'Rourke, Director
Adult Educ. & Community Service

Central Oregon Community College
President: Dr. Fredrick Boyle
Liaison: Robert Willis, Director
of Planning

Chemeketa Community College
President: Dr. Arthur Binnie
Liaison: Alvin M. Leach, Dean
of Community Services

Clatsop Community College
President: Dr. Philip Bainer
Liaison: Ron Collman, Director
of Community & Adult Educ.

Lane Community College
President: Dr. Eldon Schafer
Liaison: Carl Horstrup, Coordinator
Adult Education

Linn-Benton Community College
President: Dr. Raymond Needham
Liaison: Mike Patrick, Dean
Instruction for Community Educ.

Rogue Community College
President: Dr. Henry O. Pete
Liaison: Glen Nielsen, Dean
of Instruction

Southwestern Oregon Community College
President: Dr. Jack Brookins
Liaison: Bonnie Koreiva, Director
Special Instructional Programs

Treasure Valley Community College
President: Dr. Emory Skinner
Liaison: Jeff Ford, Associate
Dean of Instruction Comm. Educ.

Umpqua Community College
President: Dr. I.S. "Bud" Hakanson
Liaison: Sherril Wells, Dean
of Community Education

Big Bend Community College
President: Dr. Theodore Roscher
Liaison: Fred Huston, Director
Adult Educ. & Community Services

Centralia College
President: Dr. Nels Hanson
Liaison: Charles Coddington
Associate Dean - Voc. Educ.

Clark College
President: Dr. Richard Jones
Liaison: Elton Chase, Director
of Occupational/Vocational Programs

Columbia Basin Community College
President: Dr. Fred L. Esvelt
Liaison: William Evans, Associate
Dean, Occupational Education

Grays Harbor College
President: Dr. Joseph Malik
Liaison: Dick Harris, Director
of Continuing Education

Peninsula College
President: Dr. Paul Cornaby
Liaison: Leonard Beil, Director
of Vocational Education

Olympic College
President: Dr. Henry Milander
Liaison: Duane Carlton, Director
of Community Services

Skagit Valley College
President: Dr. Norwood Cole
Liaison: Bert Williamson, Associate
Dean for Continuing Education

Walla Walla Community College
President: Dr. Elton Dietrich
Liaison: Steve Van Ausdle, Director
of Occupational Education

Washington State Community College Dist. #17
President: Dr. Max Snyder
Liaison: Alvin B. Danielson
Administrative Assistant for Instruction

Wenatchee Valley College
President: Dr. James Davis
Liaison: Edwin K. Hill, Director
of Continuing Education

Whatcom Community College
President: Dr. Robert Hamill
Liaison: Marvin Vasher, Dean
of Instruction

Yakima Valley Community College
President: Dr. William Russell
Liaison: Orville G. Eastman, Associate Dean
of Continuing Education

APPENDIX D

Content of Letter of Invitation

CONTENT OF LETTER OF INVITATION

On July 29 I wrote to inform you that Washington State University had been recommended for funding by the U.S. Office of Education to identify and assess effective and innovative procedures by which community colleges provide adult vocational outreach programs to the outlying communities within their districts. We have now received final approval of the grant from USOE and the project will commence September 15, 1976. We would again like to extend to your college the opportunity to participate in this study.

We recognize the time and cost that a college often accrues in participating in a study of this kind. Our research team is endeavoring to minimize these problems. At this time it appears that we would need only to meet briefly with the vocational and the community services directors and other relevant college personnel during one day in the Spring of 1977.

The benefits to your college for participating in the proposed project should include:

a) A survey of adult vocational learner interests in selected communities in the college district.

b) A demographic analysis of selected communities of the district.

c) An analysis of particularly effective procedures in colleges similar to your own for providing adult vocational outreach programs to outlying communities.

We invite you to compare the anticipated level of involvement required of your staff in the study with the direct benefits to be accrued by your district. We can only request indication of your tentative interest in participating in the study at this time. If you are willing to lend your support, we will be happy to inform you of further developments in the implementation of the study.

If you have any further questions or comments, please do not hesitate to call on me. My telephone number is: (509) 335-5012.

Sincerely yours,

James L. Ratcliff
Assistant Professor and Project Director

APPENDIX E

Number of Respondents Selecting Vocational Subjects for Two Purposes

NUMBER OF RESPONDENTS SELECTING VOCATIONAL SUBJECTS FOR TWO PURPOSES

Subjects	Purpose			
	To Indicate Willingness to Take Course in Subject		To Indicate having Taken Course(s) in Subject, Past 5 Years	
	No.	% of Respondents	No.	% of Respondents
AGRICULTURAL OCCUPATIONS				
Agriculture-related business (supplies & services, mechanics, etc.)	69	6.5	8	1.8
Crops	51	4.8	6	1.4
Farm Management	98	9.2	10	2.3
Livestock	62	5.8	9	2.0
Ornamental Horticulture	83	7.8	7	1.6
Other Agriculture	31	2.9	15	3.4
BUSINESS AND OFFICE OCCUPATIONS				
Accounting and Bookkeeping	158	14.8	64	14.5
Business Data Processing	31	2.9	12	2.7
Filing, Office Machines, Clerical	47	4.4	31	7.0
Small Business Management	169	15.8	20	4.5
Steno, Secretarial, & Related	43	4.0	26	5.9
Supervision & Administration	86	8.1	35	7.9
Other Business & Office	42	3.9	34	7.7
HEALTH OCCUPATIONS				
Dental Specialities	19	1.8	5	1.1
Medical Laboratory Specialities	25	2.3	4	0.9
Medical Records	28	2.6	0	0
Medical Therapy Specialities (respiration, therapy, physical therapy, etc.)	50	4.7	5	1.1
Nursing	55	5.2	18	4.1
Other Health Occupations (mortuary science, veterinary science, mental health, etc.)	76	7.1	34	7.7
HOME ECONOMICS OCCUPATIONS				
Child and Family Care	31	2.9	21	4.8
Clothing & Textiles	63	5.9	32	7.2
Consumerism	35	3.3	3	0.7
Foods & Nutrition	109	10.2	29	6.6
Home Management	33	3.1	5	1.1
Other Home Economics Occupations	29	28.1	14	3.2

Subjects	Purpose			
	To Indicate Willingness to Take Course in Subject		To Indicate Having Taken Course(s) in Subject, Past 5 Years	
	No.	% of Respondents	No.	% of Respondents
MARKETING & DISTRIBUTION OCCUPATIONS				
Cashiering & Checking	34	3.2	4	0.9
Fashion & Apparel	40	3.7	5	1.1
Finance & Credit	50	4.7	15	3.4
Food, Lodging, Tourism	47	4.4	2	0.5
Real Estate, Insurance	137	12.8	38	8.6
Transportation	22	30.9	3	0.7
Other Marketing & Distribution (hardware, automotive, etc.)	26	2.4	14	3.2
TECHNICAL OCCUPATIONS				
Electric/Electronic Technologies	68	6.4	30	6.8
Engineering Technologies (chemical, mechanical, civil, etc.)	55	5.2	24	5.4
Environmental Technologies (wastewater treatment, environmental health, etc.)	55	5.2	16	3.6
Forestry/Forest Technologies	109	10.2	20	4.5
Fisheries, Marine Science, Oceanographic Technologies	59	5.5	10	2.3
Other Technologies	22	37.0	16	3.6
TRADE & INDUSTRIAL OCCUPATIONS				
Aircraft Maintenance, Operation & Ground Operations	35	3.3	11	2.5
Appliance Repair	63	5.9	3	0.7
Auto & Small Engine Mechanics	124	11.6	25	5.7
Body & Fender Repair	15	1.4	0	0
Construction Trades (electricity, carpentry, plumbing, etc.)	135	12.7	22	5.0
Cottage Industries/Small-scale Crafts (leather, woodworking, glass, etc.)	102	9.6	31	7.0
Custodial Services	1	0.1	2	0.5
Fire Science	17	1.6	11	2.5
Graphics, Drafting, Photography	76	7.1	21	4.8
Heavy Equipment Maintenance, Operation	46	4.3 4.3	5	1.1
Law Enforcement/Legal Assistant	32	3.0	15	3.4
Metals and Other Materials	29	2.7	24	5.4
Personal Services (barber, beautician, etc.)	11	1.0	2	0.5

Subjects	Purpose			
	To Indicate Willingness to Take Course in Subject		To Indicate Having Taken Courses(s) in Subject, Past 5 Years	
	No.	% of Respondents	No.	% of Respondents
Radio & TV Braodcasting	9	0.8	1	0.2
Small Machine & Instrument Maintenance & Repair	25	2.3	2	0.5
Upholstery & Textiles	63	5.9	13	2.9
Other Trade and Industrial Occupations	45	4.2	18	4.1
Total	3075	288.2*	850	192.3*

*More the 100% because respondents selected more than one subject

APPENDIX F

The Community College Districts

THE COMMUNITY COLLEGE DISTRICTS*

The Assessment of Adult Vocational Education (AAVE) project staff constructed large scale maps (from U.S. Coast and Geodetic Survey 1:250,000 topographic maps) of community college service districts in the states of Idaho, Oregon, and Washington. Making the district maps required an investigation into the nature, definition, and identification of community college service districts.

Legislatures in the Northwest states, Idaho, Oregon, and Washington, have used two basic ways of defining community college service areas: the state-defined areas and the locally-defined areas.

Washington was the only one of the states which used the state-defined method almost exclusively. In the Community College Act of 1967 [RCW 28B.50], which established the current state-wide system of community colleges, the state was divided into 22 community college districts; at the time of the study each had one or more institutions. The law mandated that service be provided to the entire area of each district [RCW 28B.50.020 (1), (2)].

Districts in Washington were defined primarily as one or more counties, although there were some exceptions. Such a definition of the boundaries made identifying and mapping the districts relatively simple. The major exception to the definition was the use of local school districts as the component elements of a community college district. Several college districts (all in the Puget Sound region and all excluded from this study because they contained such a small proportion of outlying rural residents) were defined specifically in terms of a local school district or districts. In Eastern Washington, the districts served by Big Bend Community College and the community colleges in Spokane were separated in Lincoln County along school district lines.

---

*A somewhat longer version of this paper was part of the AAVE "Quarterly Report," April 1977.

The second type of exception to service districts defined by the counties which they encompass was unique among the three Northwest states. Klickitat County, in south central Washington, was divided between the districts served by Yakima Valley College and Clark College according to Census County Divisions. Divisions 1-4 were included in the Yakima service district, the remainder in Clark College district.

Oregon statute [ORS 341] provided opportunities for citizens to petition and vote [ORS 341.025; 341.085] to form a community college district. The district could encompass school districts, counties, or any parts thereof, but the area had to be contiguous. Although a few of Oregon's thirteen community college districts contained complete counties, most were defined by the school districts of which they were comprised. One exception was Central Oregon Community College's district, which was defined in part by the portion of the Warm Springs Indian Reservation in Wasco County. In addition, the southern boundary of the district cut across the approximate middle of two counties along a clearly defined line, but one which was not identified as a particular political boundary.

Oregon law allowed citizens in an area to receive community college education and services without a full-fledged institution. (In fact, state law mandated that all citizens should have access to such education and services [ORS 341.009 (18)].) An October 1975 publication of the Oregon State Department of Education[1] listed five additional means of securing community college education.

1. Area Education District -- This is a community college district which has no facilities, but which contracts with other appropriate institutions (e.g., community colleges, public colleges and universities, private colleges or vocational schools) to provide education and services.

2. Annexation -- Citizens in an area may petition the state board to have a community college annex the territory to its district. The community college may

---

[1] Alternatives and Guidelines for Securing Community College-type Services in Areas Outside Community College Districts. Salem, Oregon: State Department of Education, October, 1975.

also make such a petition. The state board may make such an annexation on its own volition. (By the same methods, territory may be removed from a community college district.)

3. School District -- Individual school districts may contract with a community college to provide these educational services.

4. Intermediate Education District -- An intermediate education district -- or group of districts -- may, upon approval by the state board and the component local districts, provide community college-like education services by contract to local districts.

5. Admitting Students by Contract -- Any local school district not in a community college district may contract with an existing community college to admit its students.

In addition, state law provided that counties and municipalities might contract with a community college district to provide educational services to their citizens [ORS 341.315].

Idaho statute divided the state into six community college "areas" [Sec. 33-2101]. Within each area, citizens in one or more school districts or counties could vote to establish a community college [Sec. 33-2104]. Community college districts could encompass all or parts of school districts and/or counties. At the time of the study, only Areas I and IV had community colleges in operation. Area I, the five northern counties, was served by North Idaho College at Coeur d'Alene. Area IV, which encompassed all of eight and parts of two south central counties, was served by the College of Southern Idaho at Twin Falls. (The statute provided a legal description of the physical boundaries of the two partial counties in Area IV.)

Using counties to define community college service districts is by far the easiest and most beneficial for the map-maker and the planner who wants to use census data. Whether or not such a definition is most beneficial for the college or for the citizens of the district is another question. The use of school districts had the advantage of using apparently logical local definitions of residence and proximity to the community college. But this procedure had at least two distinct drawbacks:

1. School district lines are relatively unstable, at least compared with county lines. In one instance uncovered in the AAVE study, for example, a parcel of land was transferred from one school district to another in May and transferred back in July. It is not entirely clear whether a change in school district boundaries nesessitates a change in community college district boundaries. Nor is it entirely clear which officials -- college, county, or state -- are actually keeping track of these changes.

2. School district lines are not easily identifiable, except to those who work with them frequently. This could, but does not necessarily, lead to some confusion as to the precise location of the boundary, and hence, to whether or not certain citizens are to be served by a particular community college.

As a result of the work of mapping northwest community college service districts, the AAVE staff recommended that community colleges should keep on file an accurate, up-to-date legal description and map of their service districts. Such information could be invaluable to institutional planners and administrators who are trying to insure good educational service to all citizens in the college district.

APPENDIX G

Sample Demographic Profile

WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON 99164

DEPARTMENT OF EDUCATION

MEMO

TO: C.C. Adult and Vocational Education Administrators
FROM: Jan Koal, AAVE Data Analyst
RE: Demographic Profile Explanation
DATE: November 1977

The following demographic and socioeconomic data describe the income, educational attainment, employment, age, sex, mobility, mother tongue, marital status and occupations of persons within your college district beyond twenty miles from the college campus. Each of these aggregative attributes should combine to form an overall description of the population living in this area.

The tabulations were made from results of the 1970 census. Therefore, the results (particularly with regard to income) should be viewed as ball-park generalizations rather than as an exact representation of current characteristics. If this limitation is kept in mind the data should provide a useful description of the population and an example of the types of data which are available through the U.S. Department of Census. Note: Due to rounding errors the totals of the percentages may be ± 1 %.

The majority of the census categories used herein are self-explanatory. However, there are some terms which differ in the census definitions and common meaning. These are defined below:

Family Income - The 1969 incomes of all family members 14 years old and over are summed and treated as a single amount.

Labor Force - The civilian labor force consists of persons 16 years old and older classified as employed, or unemployed and looking for work. All other civilians are classified as not in the labor force; most notably, this number includes housewives.

If you have any questions or need further clarification, I'd be happy to assist you in any way I can.

Demographic Profile Of Adult Rural Residents In The
College of Southern Idaho District
Based Upon An Analysis Of All C.C.D.'s* Beyond
A Distance of 20 Miles From The College Campus

INCOME (families and unrelated individuals)

35%	4,748	$ 6,000
33%	4,432	$ 6,000 - $ 9,999
12%	1,637	$10,000 - $11,999
9%	1,253	$12,000 - $14,999
8%	1,098	$15,000 - $24,999
3%	446	$25,000 and over

YEARS OF SCHOOL (25 years of age and over)

	(Males)		(Females)		(Combined)	
0 - 4 years	3%	442	3%	352	3%	794
5 - 8 years	24%	3,313	17%	2,350	20%	5,662
1 - 3 years of H.S.	19%	2,673	22%	3,158	21%	5,832
4 years of H.S.	33%	4,537	36%	5,108	34%	9,644
1 - 3 years of college	13%	1,747	17%	2,334	15%	4,079
4 years of college	5%	729	4%	604	5%	1,332
5 or more years of college	4%	489	1%	168	2%	657

EMPLOYMENT (16 years of age and older)

0%	43	in armed forces
59%	20,631	in labor force unemployed
2%	743	in labor force employed
28%	9,909	not in labor force and under 65 years
11%	3,785	not in labor force and over 65 years

* C.C.D's are census county divisions

AGE

42%	22,184	less than 20
6%	3,131	20 - 24
6%	3,079	25 - 29
5%	2,859	30 - 34
11%	5,757	35 - 44
12%	6,346	45 - 54
10%	5,142	55 - 64
9%	4,816	65 and over

MOTHER TONGUE

84%	44,843	English
5%	3,880	Spanish
11%	5,747	Other

SEX

50%	26,879	Male
50%	26,744	Female

MOBILITY (1965-1970) (Age 5 years of age and older)

53%	25,925	Same house
19%	9,227	Same county
11%	5,300	Same state
17%	8,144	Other state or country

MARITAL STATUS (14 years of age & older)

66%	24,905	Married (Spouse present)
2%	840	Married (Spouse absent)
32%	12,243	Single

OCCUPATIONS (16 years of age and older)

10%	2,064	Clerk
10%	2,166	Craftsman
10%	1,990	Farm laborers and foremen
14%	2,817	Farmers and farm managers
11%	2,368	Operatives except transport
5%	999	Other laborers except farm
9%	1,901	Managers and Administrators (except farm)
1%	178	Private household workers
9%	1,932	Professional, technical and kindred workers
5%	1,027	Sales workers
11%	2,352	Service workers
4%	838	Transport equipment operators

APPENDIX H

Sample Page from Part of One College's Management Information System

SAMPLE PAGE OF COURSE INVENTORY

Central Oregon Community College

```
FINAL END OF TERM       WINTER 1977 ENROLLMENT REPORT        RUN 04/28/77
                                                               HOURS            SEATS          CLOCK HRS     TOTAL
COURSE NO.  COURSE TITLE           SECT  INSTRUCTOR            CL   CR   SEATS   AVAL   STDS   CLASS  TERM   CR. HRS    FTE

0.613     I  ELEM ALGEBRA III      0590  MCCOWN J R             4    4            2-      2     44     88        8     .13
0.601     I  BASIC MATH            0600  GALLAGHER D L          4    4      20   12       8     44    352       32     .52
0.611     I  ELEM ALGEBRA I        0602  GALLAGHER D L          4    4            6-      6     44    264       24     .39
0.612     I  ELEM ALGEBRA II       0604  GALLAGHER D L          4    4           10-     10     44    440       40     .65
0.613     I  ELEM ALGEBRA III      0606  GALLAGHER D L          4    4            3-      3     44    132       12     .19
0.601     I  BASIC MATH           X0632  KOHLER/MCCOWN          4    4      25   24       1     40     40        4     .06
0.601     I  BASIC MATH            0632  KOHLER/MCCOWN          4    4      25   16       9     44    396       36     .58
0.611     I  ELEM ALGEBRA I        0634  KOHLER/MCCOWN          4    4            3-      3     44    132       12     .19
0.611     I  ELEM ALGEBRA I       X0634  KOHLER/MCCOWN          4    4            1-      1     40     40        4     .06
0.612     I  ELEM ALGEBRA II       0636  KOHLER/MCCOWN          4    4            7-      7     44    308       28     .45
0.613     I  ELEM ALGEBRA III      0638  KOHLER/MCCOWN          4    4            3-      3     44    132       12     .19

**BEND (CAMPUS)      BASIC MATHEMATICS                        140  140     343   37     306   1532  13456     1224   19.79  **

0.745        ABE                  X1161  HETZEL T                                14-     14           440              .65

**PRINEVILLE         ADULT BASIC EDUCATION                                       14-     14           440              .65  **

0.745        ABE                  X1131  HENDRICKS G                              3-      3           165              .24

**REDMOND            ADULT BASIC EDUCATION                                        3-      3           165              .24  **

0.601     I  BASIC MATH           X0616  MCINTIRE D P           4    4      25   24       1     40     40        4     .06
0.601     I  BASIC MATH            0616  MCINTIRE D P           4    4      25   22       3     44    132       12     .19
0.611     I  ELEM ALGEBRA I       X0619  MCINTIRE D P           4    4            1-      1     40     40        4     .06
0.611     I  ELEM ALGEBRA I        0618  MCINTIRE D P           4    4            5-      5     44    220       20     .32
0.612     I  ELEM ALGEBRA II       0620  MCINTIRE D P           4    4            3-      3     44    132       12     .19
0.613     I  ELEM ALGEBRA III      0622  MCINTIRE D P           4    4            0             44                     .00

**REDMOND            BASIC MATHEMATICS                         24   24      50   37      13    256    564       52     .83  **

0.745        ABE                  X1221  WEESE J                                  5-      5           106              .16

**LAPINE             ADULT BASIC EDUCATION                                        5-      5           106              .16  **

0.745        ABE                  X2975  JOLSTEAD/POWELL REBA                    15-     15           236              .35

**WRM SPRINGS        ADULT BASIC EDUCATION                                       15-     15           236              .35  **

0.511     I  BASIC ENGLISH         0306  STAFF                  3    3            0              33                     .00
0.512     I  BASIC ENGLISH         0308  STAFF                  3    3            0              33                     .00

**WRM SPRINGS        BASIC ENGLISH & COMM                       6    6            0              66                     .00  **

*****DEVELOPMENTAL EDUCATION                                  276  266     793  118     675   2884  25525     2134   37.54  ***
```

APPENDIX I

Sample Cover Letter, Occupational Staff Survey

October 3, 1977

Dear Faculty Member:

You are one of several Clark College instructors who are being asked to complete voluntarily a survey of those who teach occupational courses in locations which are beyond commuting distance of the college campus. Filling out this survey should take no more than about five minutes of your time.

This Occupational Staff Survey is part of a broader study by Washington State University which includes not only our college, but 24 other community colleges in Washington, Oregon and Idaho. The purpose of the WSU study is to identify the successful things community colleges do to provide occupational training to adults who live beyond easy commuting distance of campus. This survey form will provide a profile of the people who teach those occupational courses.

Please do not put your name on the form. Each survey is identified only by the name of the college and the subject matter of the course, and will not identify you by name. To insure your privacy, your form will be destroyed once your answers are recorded on data processing cards.

Likewise, the results of this study are important to us at Clark College to improve program planning for outreach locations. So, your cooperation in completing and returning the accompanying survey form as soon as possible will be very much appreciated. An addressed, stamped envelope is enclosed for your convenience.

Thank you for your help.

Sincerely yours,

Richard A. Jones

Richard A. Jones, President
Clark College

kg
Enclosure

APPENDIX J

Sample Cover Letter, Adult Vocational Interest Survey

OTCC
CENTRALIA COLLEGE
GHEC
CENTRALIA COLLEGE
P.O. BOX 639, CENTRALIA, WA. 98531
TELEPHONE 736-9391

Greetings:

October 3, 1977

What do residents of Centralia College district want for adult occupational (job training) courses?

How much are they willing to pay, and how far would they travel for such courses?

Your community college wants to know the answers to questions such as these. You are one of a small group of people in your district who is being asked to voluntarily complete this survey and share your opinions and background. The survey should take no more than 15 or 20 minutes to complete. The results will help us provide you with services and courses at locations that better meet your needs.

Please do not put your name on the form. A code number on this survey form will only identify your returned survey by state, county, community college and census division and will in no way identify you. To insure your privacy, your form will be destroyed once the answers are recorded on data processing cards.

Please note that:

1. No local tax monies are being used to pay for this survey. The work has been funded by a federal grant to Washington State University (WSU).
2. The purpose of the WSU study is to find out the successful things community colleges do to provide occupational training to adults who live beyond easy driving distance of campus.
3. We can't guarantee that all program areas listed in the survey are offered or will be offered by our college, since the same survey form is being mailed to a sample of people in Idaho, Oregon, and Washington.

Because only a limited number of surveys are being mailed in each district, each response will have an impact. MAKE YOUR OPINIONS COUNT--take a few minutes and fill in your survey form now. Then mail the form to Washington State University in the enclosed stamped envelope.

Thank you for your help.
Sincerely,

Nels Hanson

Nels Hanson, President
Centralia College

bk

Enclosure

Community College District 12
DR. NELS W. HANSON, President
P O Box 639, Centralia, Wash. 98531
Phone 736-9391

BOARD OF TRUSTEES
F. GEORGE WARREN, Olympia, Chairman
WILLIAM H. LAWRENCE, Ph. D., Centralia, Vice Chairman
MERRILY KNUTSEN, Onalaska
DAVID G. ELSWORTH, Olympia
MARY L. STOUGH, Chehalis

APPENDIX K

Sample News Releases for Use With Adult Vocational Interest Survey

SAMPLE NEWS RELEASE

for use by Oct. 7, 1977

An "Adult Vocational Interest Survey" will be mailed October 3 to selected households in the____________________ College district, the college announced today.

College officials are asking those who receive the forms to take a few minutes to fill them out and mail them back.

Because only a small number of surveys is being sent, it is important that all of them be returned.

Even those who are not interested in receiving vocational training at this time are urged to return the survey.

The survey is part of a three-state project being conducted by a research group at Washington State University.

The purpose of the project is to study the ways in which community colleges in Idaho, Oregon and Washington provide vocational education to adults in rural areas, according to Dr. M.E. Hirschi, Associate Director of the project.

The survey is designed to find out what kinds of vocational education classes adults in these areas would be likely to take. Approximately 6,600 survey forms will be mailed out in the three-state area.

No local tax money is being used for this project, college officials stressed. The entire cost is covered by a federal grant.

The results from the project, however, will help the college in analyzing its work in the rural areas.

SAMPLE NEWS RELEASE
for use by Oct. 7, 1977

____College would like your help.

During the next week, several households in the college district will receive an "Adult Vocational Interest Survey."

It is part of a three-state project conducted by a research group at Washington State University.

The purpose is to find out what kinds of vocational education classes adults would be likely to take.

The entire cost of this project is covered by a federal grant. No local tax money is being used.

But the college is very interested in the results of this study. We want to know how to serve you better.

Because only a small number of surveys is being sent, it is very important that most of them are returned.

When the survey comes to your home, take a few minutes to fill it out and mail it back. Even if you are not interested in taking vocational training right now, we need to know your opinions. Your answers could help us all.

SAMPLE NEWS RELEASE
for use Oct. 7-14, 1977

Residents of the ______________________________________ College District who received a copy of the "Adult Vocational Interest Survey" are reminded to fill the form out and return it as soon as possible, according to a statement released by the college today.

The survey was mailed out to a sample of adults in the district during the first week of October.

_____________________________College is cooperating with Washington State University in conducting the survey, according to college officials.

Because only a small number of surveys is being sent, it is important that all of them be returned.

Even those who are not interested in receiving vocational training at this time are urged to return the survey.

The results will be used both by the college for local adult education program planning, and by WSU as part of a larger research project.

The purpose of the project is to study the ways in which community colleges in Idaho, Oregon and Washington provide vocational education to adults in rural areas, according to Dr. M.E. Hirschi, Associate Director of the project.

The survey is designed to find out what kinds of vocational education classes adults in these areas would be likely to take. Approximately 6,600 survey forms will be mailed out in the three-state area.

No local tax money is being used for this project, college officials stressed. The entire cost is covered by a federal grant.

The results from the project, however, will help the college in analyzing its work in the rural areas.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT
for use October 7-14, 1977

Have you received an "Adult Vocational Interest Survey" in the mail?

If so, ____ College would like you to take a few minutes to fill it out and send it back.

Even if you don't think you want job training at this time, the college wants to know your opinion.

Every answer is important, so send in your completed "Adult Vocational Interest Survey" today.

APPENDIX L

Alternative Delivery System

Computer Managed Learning
Courses by Television

COMPUTER MANAGED LEARNING

In 1976, the Southern Alberta Institute of Technology (SAIT) developed a Basic Electronics program which was managed by computer. The course featured a modular curriculum and individualized instruction. Students worked individually, through study and research of both print and non-print material. When they felt the need, they worked individually with the instructor. The computer was used to give and mark formative and summative examinations, and to keep track of each individual's progress, advising the student when to proceed to another module (or when to repeat work) and warning the instructor when a student appeared to be having particular difficulty with a segment of the material. Five courses in which the student was enrolled simultaneously were covered by the system: Electronics Theory, Electronics Lab, Drafting, Math, and Report Writing (see Bailey, n.d.). The team which developed the system reported at the Northwest Adult Education Association/Alberta Association for Continuing Education joint conference in Banff, Alberta, during late April of 1977. At that time (after the first term of use) the reported good cognitive success with the system (although cognitive gains were no better than the regular method of instruction) and very positive attitudinal gains.

Of significance for adult vocational education outreach was the SAIT team's planned expansion of the system for use in outreach areas. As of early summer 1977, two programs were being developed--one for updating journeymen in the telephone industry, the other an Emergency Medical Technician program for ambulance attendants (Erhardt, 1977). An explanation of the planned procedures for the EMT program will outline how a computer managed learning system could be adapted for use in any outreach area served by telephone and electricity.

The plan was to establish ten outreach centers throughout Alberta, and to use an individualized package of curriculum modules to train ambulance attendants in EMT. At each outreach location, a number of skilled senior drivers were to be trained as supervisors. Each center was to have one or more computer terminals hooked by phone line to the computer at SAIT. Individuals needing EMT training would enroll (by computer) at SAIT, study on their own time, and use the outreach location computer terminal to take exams (and to ask questions if the supervisor on the terminal to take exams (and to ask questions if the supervisor on the scene could not help).

Further information on the SAIT computer managed learning system may be obtained by writing:

Director of Instruction
Southern Alberta Institute of Technology
1301-16th Avenue, N.W.
Calgary, Alberta, CANADA T2M 0L4

COURSES BY TELEVISION

The following article, which appeared in The Pullman (Wash.) Herald on August 3, 1977, gives an example of how television can be used to provide educational services to adults in sparsely populated areas.

TV COURSES PROVIDE CREDITS IN YOGA, BUSINESS, ECONOMICS

A program to bring community college courses out into the community via television begins this fall with the airing of three courses for credit, according to John Thompson, director of learning resources at Spokane Falls Community College. The classes are designed to enable people with normal access to either a community college campus or to extension programs in the district to take college classes for credit, he said.

"This is the first time Community College District 17 has used a carefully planned approach to offer the courses on public televison KSPS-TV Channel 7 and on cable TV systems available throught the district," Thompson said.

The three pilot classes include "The Age of Uncertainty," a history of economic ideas and their consequences (five credits); "Yoga with Madeline," a physical education program covering basic yoga postures, exercises, breathing and meditation techniques (one or two credits); and "It's Everybody's Business," a survey course of the contemporary US business community, concentrating on accountability and management (five credits).

Each course requires additional meetings during the term with instructors from economics, business and physical education at SFCC and Spokane Community College. The meetings will be offered on the campus and at designated extension centers throught the district, Thompson said. There also are scheduled review sessions and mid-term and final examinations.

"The Age of Uncertainty" will be aired Mondays beginning Sept. 19 from 8 to 9 p.m. on KSPS-TV, Channel 7. The video portion of the 13-week course was produced by the BBC, while the instructional material was produced by Coast Community College in Fountain Valley, Calif., in conjunction with the University of California at San Diego.

"Yoga with Madeline" is offered in 30 one-half hour sessions, Mondays and Wednesdays beginning Sept. 19 from 8:30 to 9 a.m. Repeat showings will be Tuesdays and Thursdays from 12:15 to 12:45 p.m. The yoga program also was produced by Coast Community College.

"It's Everybody's Business" will be shown Mondays and Wednesdays beginning Sept. 19 from 12:15 to 12:45 p.m. Repeat airings for the 15-week course are scheduled for Tuesdays and Thursdays from 3 to 3:30 p.m. and again on Saturdays from 4 to 5 p.m.

AAVE PROJECT BIBLIOGRAPHY

Includes References(*) in Final Report

Alfred, Marcus D. "Community College Planning: A Data-Based Approach". Community College Review 4 (Summer 1976): 45.

*American Association of Community and Junior Colleges. A Policy Primer for Community-Based Community Colleges; Report of the 1974 Assembly of the American Association of Community and Junior Colleges. Washington, D.C.,: AACJC, 1975.

*Bailey, A.D. "Computer Managed Learning; A Practical Design." Report 1/A 761102. Calgary: Southern Alberta Institute of Technology, n.d.

Benedict, Ruth. Patterns in Culture. Boston: Houghton-Mifflin, 1934.

Bender, Albert E., "Statement Made on the Panel on Critical Issues: Needs Assessment Conference." Educational Planning 3 (October 1976): 20-23.

Bergevin, Paul. A Philosophy for Adult Education. New York: The Seaburg Press, 1967.

Borland, David T., and Harris, Richard. "Evaluating the Occupational Education Curriculum: A Model". Community College Review 3 (September 1975): 70-77.

Bryson, Lyman. Adult Education. Chicago: The American Book Company, 1936.

Burgess, Wilfred. "A Study of Community Services in the Community Colleges in the State of Oregon." Ph.D. Dissertation, University of Portland, 1971.

*Burns, Lawrence D., and Golob, Thomas F. "The Role of Accessibility in Basic Transportation Choice Behavior." Transportation 5 (1976): 175-198.

Burns, Lawrence D.; Golob, Thomas F.; and Nicolaidis, Gregory C., "Theory of Urban-Household Automobile Ownership Decisions." Transportation Research Record 569 (1976): 56-75.

California Advisory Council on Vocational Education. Project Focus. Career Education Unit, San Diego Unified School District, 1976.

Carnegie Commission on Higher Education. The Open-Door College: Policies for Community Colleges. New York: McGraw-Hill, 1970.

Carp, Abraham; Peterson, Richard; and Roelts, Pamela. Adult Learning Interest and Experience. San Francisco: Jossey-Bass, 1973.

Certification, Credentialing, Licensing and the Renewal Process. Proceedings of a Conference Sponsored by Northwest Adult Education Association. Seattle, Washington: Northwest Adult Education Association, 1976.

Cohen, A.M. and Associates. College Responses to Community Demands. San Francisco: Jossey-Bass, 1975.

Cohen, Wilbur J. "Lifelong Learning--A Definition and a Challenge," The Education Digest 41 (February 1976) 20-21.

Coordinating Council for Occupational Education State of Washington. Guidelines for Cooperative Vocational Education in Community Colleges. Olympia, Washington, 1976.

Cross, K. Patricia. "Higher Education's Newest Student." Junior College Journal 44 (January 1966): 464-469.

Cross, K. Patricia; Valley, John.; et. el. Planning Non-Traditional Programs. San Francisco: Jossey-Bass, 1975.

Dalvi, M.P., and Martin, K.M. "The Measurement of Accessibility: Some Preliminary Results." Transportation 5 (1976): 17-42.

Davis, Russell C. Planning Human Resource Development: Educational Models and Schemata. Chicago: Rand McNally, 1966.

Debatin, Frank M. Administration of Adult Education. New York: American Book Company, 1938.

*Dobson, L.D., and Edwards, J.T. Perception and Information: Vocational Education in Florida. Tallahassee, Fla.: Douglas Research Associates, Inc., 1971.

Dobson, Ricardo. "Towards the Analysis of Attitudinal and Behavioral Responses to Transportation System Characteristics." Transportation 4 (1975): 276-290.

Dobson, Ricardo, and Kehoe, Jerard F. "Disaggregated Behavioral Views of Transportation Attributes." Transportation Research Record 527 (1974): 1-15.

Dodson, Edward N. "Demand Functions, Behavioral Analysis, and Cost Effectiveness in Urban Transportation." Transportation Science 9 (May 1975): 139-148.

Drake, Sandra L., ed. 1976 Community, Junior and Technical College Directory. Washington, D.C.: American Association of Community and Junior Colleges, 1976.

Educational Testing Service. Adult Educational Interest Questionnaire. Princeton, New Jersey: Educational Testing Service, 1974.

Elsner, P.A. "Evaluation and Assessment of Community Services Programs," via D.A. Morgan (ed.), The Two Year College Student and Community Services. Rochester, Minn.: University of Minnesota, Continuing Education and Extension Division, 1974.

*Erhardt, R.W.D. Personal communication with H.R. Hansen, 1 June 1977.

Evans, Arthur H., Jr. Sources of Funding of Community Services in Public Community and Junior Colleges. 1973 ED 076 181

Fey, Philip. "Toward A More Effective Community Services Program." Community Services Catalyst. 6 (Fall 1975): 4-6.

Foster, Christopher S. "Comment on 'The Measurement of Accessibility'." Transportation 5 (1976): 43-44.

Fry, Edward. "A Readability Formula that Saves Time." Journal of Reading 11 (April 1968): 513-516; 575-578.

Gakenheimer, Ralph, and Wheaton, William C. "Priorities in Urban Transport Research." Transportation 5 (1976): 73-91.

Gillan, Jacqueline, and Wachs, Martin. "Lifescyles and Transportation Needs of the Elderly in Los Angeles." Transportation 5 (1976): 45-61.

Gilley, J.W. and Palmer, W.W. "Regional Relevancy: A Right and a Responsibility--A Perspective on the Community College. . ." Bethesda, MD.: ERIC Document Reproduction Service, ED 066 148, 1972.

Gleazer, Edmund J., Jr. "AACJC Approach." Community and Junior College Journal 44 (March 1975): 3.

__________. "After the Boom-What Now for the Community Colleges." Community and Junior College Journal 44 (December/January 1974): 7.

_________. "Beyond the Open-Door: The Open College" Community and Junior College Journal 45 (January 1974): 8.

_________. "Positioning the Community College." College Board Review 99 (1976): 1-4.

*__________. Project Focus: A Forecast Study of Community Colleges. New York: McGraw-Hill, 1973.

Gollatscheck, James F.; Harlacher, E.L.; Roberts, E.; and Wygal, B.R. College Leadership for Community Renewal: Beyond Community-Based Education. San Francisco: Jossey-Bass, 1971.

Grabowski, Stanley M. Identification of Assessment of Needs. Keynote Address presented at a conference sponsored by the Center for Community/Junior College Relations, Rochester Institute of Technology. (Rochester, New York, April 10-11, 1975). ED 104 463

Gross, Ronald. Higher, Wider Education, A Report on Open Learning. New York: Ford Foundation, n.d.

Halstead, D. Kent. Statewide Planning in Higher Education. Washington, D.C.: U.S. Office of Education, 1974.

*Harlacher, Ervin L. The Community Dimension of the Community College. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Hiemstra, R. The Educative Community. Lincoln: Professional Education Publications, 1972.

Hiemstra, R. and Long, R. "A Survey of 'Felt" Versus 'Real' Needs of Physical Therapists." Adult Education 24 (1974): 270-279.

Hillery, Gerald. "Definitions of Community: Areas of Agreement." Rural Sociology 20 (June 1955): 111-123.

*Hines, Fred K.; Brown, David L.: and Zimmer, John M. Social and Economic Characteristics of the Population in Metro and Nonmetro Counties, 1970; Agricultural Economic Report No. 272. Washington, D.C.: U.S. Department of Agriculture, Economic Research Service, 1975.

Hoban, John William "A Description of Adult Education in Six Public Community Colleges in Illinois with Focus on Programs, Administration, and Population" Ph.D. dissertation, Wayne State University, 1972.

Holland, John R. The Occupation Finder. Palo Alto, California; Consulting Psychologists Press, 1974.

Hoare, Anthony G. "Some Aspects of the Rural Transportation Problem: An Experiemtnal Survey." Journal of Transport Economics and Policy 9 (May 1975): 141-153.

Howard, William R. "The Establishment of an Information System at West Shore Community College: An Initial Step in Extending Community Services in Rural Community College Service Areas, Final Report." Bethesda, Md.: ERIC Document Reproduction Service, ED 903 392, 1973.

Huff, Robert A. and Chandler, Marjorie O. A Taxonomy of Instructional Programs in Higher Education. Washington, D.C.: National Center for Educational Statistics, 1970.

*Idaho State Board of Education. Idaho Postsecondary Education Opportunities Survey Report. Boise, 1976.

Illinois Community College Board, Springfield. *Project Renewal.* Final Report. January, 1973. ED 111 473.

Joint Committee on the California Master Plan for Higher Education. "California's New Segment?" *Community Services Catalyst* 4 (Spring 1974): 49.

Journal of Research and Development in Education, Bicentennial Edition: Adult Education in Colonial America. Athens, Georgia: Summer, 1975.

Kalfon, Charles; Yordon, Wesley; and Menkes, Joshua. "Measurement of User's Preferences for Public Transportation Through Computer Assisted Interviews." *Transportation Science* 9 (February 1975): 21-32.

Kaplan, Anne C. and Veri, Olive. *Continuing Education Unit*. Northern Illinois University: ERIC Clearinghouse in Career Education Information-Ser-1, August 1974.

Kint, J. Richard. "Where is the Community in Community-Basing." *Community Services Catalyst* 8 (Spring 1976): 8-11.

Knoell, Dorothy, and McIntyre, Charles. *Planning Colleges for the Community*. San Francisco: Jossey-Bass, 1974.

Kobayashi, Kenzo: Aoki, Yoichi; and Tani, Akira. "A Method for Evaluating Urban Transportation Planning in Terms of User Benefit." *Transportation Research* 9 (1975): 67-79.

Lamar, Aaron L., Jr. "A Black Educator's Perspective: How the Black Student Perceives the Community College." *Community College Review* 1 (Winter 1974): 41-46.

Lawhorne, Franklin David. "A Description of Adult Education in Alabama's Public Junior and Community Colleges." Ph.D. dissertation, University of Alabama, 1975.

Lehrmann, Eugene I. "Foreword." In Merle E. Strong, Roger H. Lambert, and John R. Plenke, *Field/Community Services Handbook for Wisconsin Vocational, Technical and Adult Education*. Madison: University of Wisconsin, Center for Studies in Vocational and Technical Education, June 1974.

Little, Hugustus. "How 'Community' are Community Colleges?" *Community Education Journal* 5 (January/February 1975): 52-53.

Lombardi, John. "Community Services for the Community Colleges in the 70's." Los Angeles: ERIC Clearinghouse for Junior Colleges, University of California (mimeography), 1974.

Long, James S. "Alberta's Local Further Education Councils." *Adult Leadership* 25 (November 1976): pp. 83-88.

Long, R. "Continuing Education for Physical Therapists in Nebraska: A Survey of Current Practices and Self-Expressed Needs with Recommendations for Program Development." Unpublished doctoral dissertation, University of Nebraska, 1972.

*Lowe, John C., and Moryadas, S. The Geography of Movement. Boston: Houghton-Mifflin, 1975.

Maryland University. Selected Bibliographic Survey of Resources for Community Services and Continuing Education. Maryland University, College Park. University College Office of Education (DHEW), Washington, D.C., 1975. ED 118 831

*Mason, Ralph E., and Haines, Peter G. Cooperative Occupational Education and Work Experience in the Curriculum. 2d ed. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

*McCuen, James. Remarks at a forum on "Assessing Community Needs for Program Planning" at the 57th Annual Meeting of the American Association of Community and Junior Colleges, Denver, 20 April 1977.

McElreath, Mark P. "Developing a Strategy for Adult Education via Mass Media" Adult Education 25 (February 1974): 23-33.

__________. "How to Figure Out What Adults Want to Know." Adult Leadership 24 (March 1976): 232-235.

McIntyre, Catherine E., and Wales, Christy A. Evaluation of a Non-Traditional College: Costs and Effectiveness. Research Planning Office, Washington State Board for Community College Education, Seattle, October 1976.

Medsker, Leland L., and Tillery, Dale. Breaking the Access Barrier: A Profile of Two-Year Colleges. Carnegie Commission on Higher Education. New York: McGraw-Hill, 1971.

Monroe, Charles R. Profile of the Community College. San Francisco: Jossey-Bass, 1972.

Morehead State University. Adult Radio: A Community Service and Continuing Education Project Through Broadcast Utilization (Title I of the Higher Education Act of 1965). Final Report. Morehead State University, Kentucky. 1969. ED 036 686

Myran, Gundar A. "Comments." Community College/Community School Panel, 55th Annual Convention of the American Association of Community and Junior Colleges, Seattle, 15 April 1975.

__________. Community Services in the Community College. Washington, D.C.: American Association of Community and Junior Colleges, Reprinted, 1974.

Myran, Gunder A., and MacLeod, Dean. "Planning for Community Services in Rural Community Colleges." Community Services Catalyst 3 (February 1972): 17-28.

Nicholson, R. Stephen. A Study of Public Two-Year College Organizational Structure and Development of Technical Curricula. Final Report. Office of Education (DHEW), Washington, D.C. Bureau of Research. 1971. ED 052 780

Nickens, John M. and Scott, Roland J. "Consciousness Raising on the Subject of Vocational Education" Community College Review (Summer 1976): 36-44.

Nicolaidis, Gregory C., "Quantification of the Comfort Variable." Transportation Research 9 (1975): 55-66.

Nicolaidis, Gregory C., and Dobson, Richardo. "Disaggregated Perceptions and Preferences in Transportation Planning." Transportation Research 9 (1975): 279-295.

National Center for Educational Statistics. Statistics of Trends in Education, 1965-66 to 1985-86. Washington, D.C.: Education Division, Depart of Health Education, and Welfare, January 1977.

National Center for Education Statastics. Directory of Postsecondary Schools with Occupational Programs. U.S. Department of Health Education and Welfare, NCES, 1973-74: 76-162.

National Center for Higher Education Management Systems at WICHE. An Overview and Guide to the Use of the Statewide Measures Inventory. Boulder, Colorado: National Center for Higher Education, 1975.

National Center for Higher Education Management Systems at WICHE. Statewide Measures Inventory. Boulder, Colorado: Western Interstate Commission for Higher Education, 1975.

Olexa, Joseph S. Community Attitudes Toward Southwestern Oregon Community Colleges. Eugene, Oregon: Oregon Research Institutes, 1977.

Oregon State Educational Coordinating Council. Coordination of Continuing Education and Community Services in Oregon. Salem: State Printing Office, 1968.

Oregon State Educational Policies Commission. Community College Guidelines for Oregon. Salem: State Printing Department, 1963.

*Oregon State Department of Education. Alternatives and Guidelines for Securing Community College-type Services in Areas Outside Community College Districts. Salem, October 1975.

Parsons, Michael H. Operation Enable: Delivery of Services to the New Client. Paper Presented at the Annual Meeting of the American Association of Community and Junior Colleges (55th, Seattle, Washington, April 13-16, 1975). ED 103 081

Phair, Tom S. "Staffing Patterns in California Community Colleges: 1974-75 Overview." California Junior College Association, Sacramento. 1974. ED 100 445

Poulton, Carl Brent. "The Relationship of Adults' Participation in Continuing Education Activities to Certain Demographic and Positional Characteristics, Orientation Toward Learning and Orientation Toward Continuing Education Institutions." Ph.D. Dissertation, Michigan State University, 1975.

Progress and Prospect: A Study of the Kansas City Metropolitan Junior College District. Kansas City, Missouri: Arthur D. Little, Inc., June 1973.

Proposed Puget Sound Regional Planning System. Olympia, Washington: Arthur D. Little, Inc., June 1971.

Purcel, David. Follow-up Questionnaire. Vocational Follow-up System, Department of Vocational and Technical Education, University of Minnesota, Minneapolis, 1976.

Putnam, John F., ed. Standard Terminology for Curriculum and Instruction in Local and State School Systems. Washington, D.C.: National Center for Educational Statistics, 1970.

Ratcliff, James L. "An Analysis of Community-Based Policies for Community Services in Selected Nonmetropolitan Two-Year Colleges of the Northwest." Ph.D. dissertation, Washington State University, 1976.

__________. "How to Select a Site for a Store Front College Center." Community Services Catalyst 7 (Spring 1977): 16-20.

__________. "Small Towns, Local Control, and Community-Based Community Colleges." Peabody Journal of Education 55 (Janaury 1978): 99-105.

Roberts, Hayden. "Goals, Objectives, and Functions in Adult Education." Adult Education (Winter 1976): 123-139.

Sanders, Irwin. The Community-- An Introduction to a Social System. New York: Ronald Press, 1966.

Sargent, Charles A. Urbanization of a Rural County. Research Bulletin No. 859, Agricultural Extension Service, Purdue University, 1970.

Stern, Milton R. A View from the 15th Century. Paper presented at NUEA Joint Regional Conference, San Francisco, 30 November 1972.

Stopher, Peter R. "Goodness-of-Fit Measures for Probabilistic Travel Demand Models." Transportation 4 (1975): 67-83.

Stopher, Peter R., and Meyer, Arnim M. Urban Transportation Modeling and Planning. Lexington, Mass.: Lexington Books, 1975.

Strong, Merle; Lambert, Roger H.; et al. Wisconsin Senior Survey. Wisconsin Board of Vocational Technical Education, University of Wisconsin, Madison, 1975.

Suttles, Gerald B. The Social Construction of Communities. Chicago: University of Chicago Press, 1972.

Templin, Robert T.; Daniel, Daniel E.; and Shearon, Ronald W. "Are Community Colleges Truly the 'People's College'?" Community College Review 4 (Spring 1977): 7-13.

Thornton, James W., Jr. The Community Junior College. 3d ed. New York: John Wiley and Sons, 1972.

Treasure Valley Community College. Profile of Treasure Valley Community College Students. Ontario, Oregon: TVCC, January 1976.

Unmet Educational Needs, Montgomery College, Advisory Committee on Program Identification in the Down-County Area, Tacoma Park. Rockville, Maryland: February 1974.

U.S. Department of Commerce, Bureau of the Census. Census Use Study, Report No. 1: General Description. Washington, D.C.: Department of Commerce, 1966.

U.S. Department of Commerce, Bureau of the Census, Census Use Study, Report No. 4: The DIME Geocoding System. Washington, D.C.: Department of Commerce, July 1970.

U.S. Department of Commerce, Bureau of the Census. Census Use Study, Report No. 10: Data Used in School Administration. Washington, D.C.: Department of Commerce, April 1970.

U.S. Department of Labor, Bureau of Labor Statistics. BLS Handbook of Methods for Surveys and Studies; Bulletin 1910. Washington, D.C.: Government Printing Office, 1970.

Washington, State of. The Community College Act, Laws of the 1967 Session, Chapter 8. Olympia: 1967.

Watness, Calvia Meredith. "Adult Education in the Community Colleges in the State of Washington," Ed.D. Thesis, Arizona State University, 1969.

Wattenbarger, James L., and Sakaguchi, Melvin. State Level Patterns for Community Junior Colleges: Patterns of Control and Coordination. Institution of Higher Education, University of Florida, Gainesville, August 1971.

Wenrich, J. William. "Meeting the Occupational Needs of the Part-Time Student." Community College Review 4 (Winter 1977): 27-32.

Wilson, A.G. "Some New Forms of Spatial Interaction Model: A Review." Transportation Research 9 (1975): 167-179.

Ziegler, Warren L. "The Life of the Public and the Life of Learning: Notes Toward a Social Philosophy for Adult Education." Adult Leadership (April 1976): 254-256.